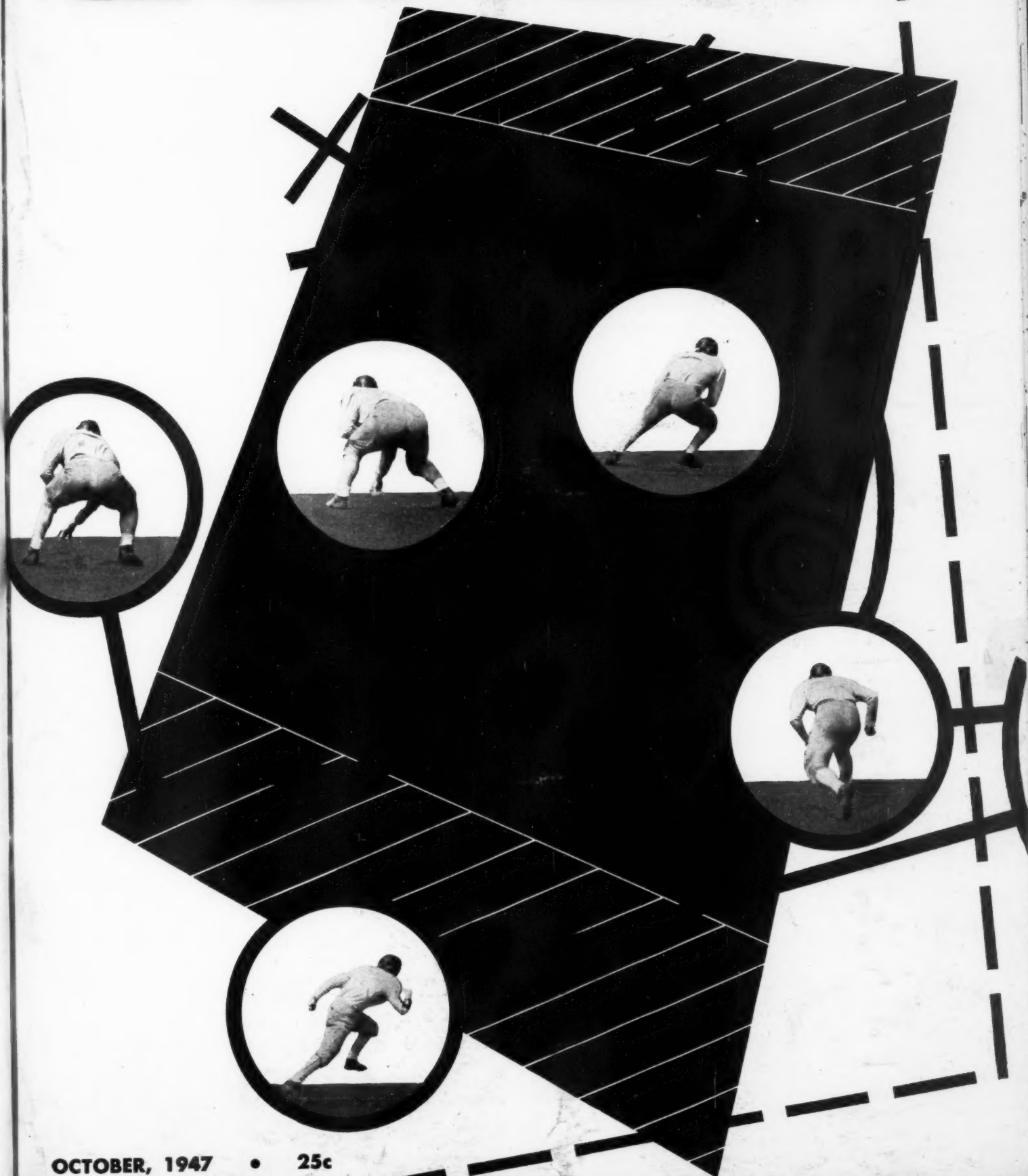


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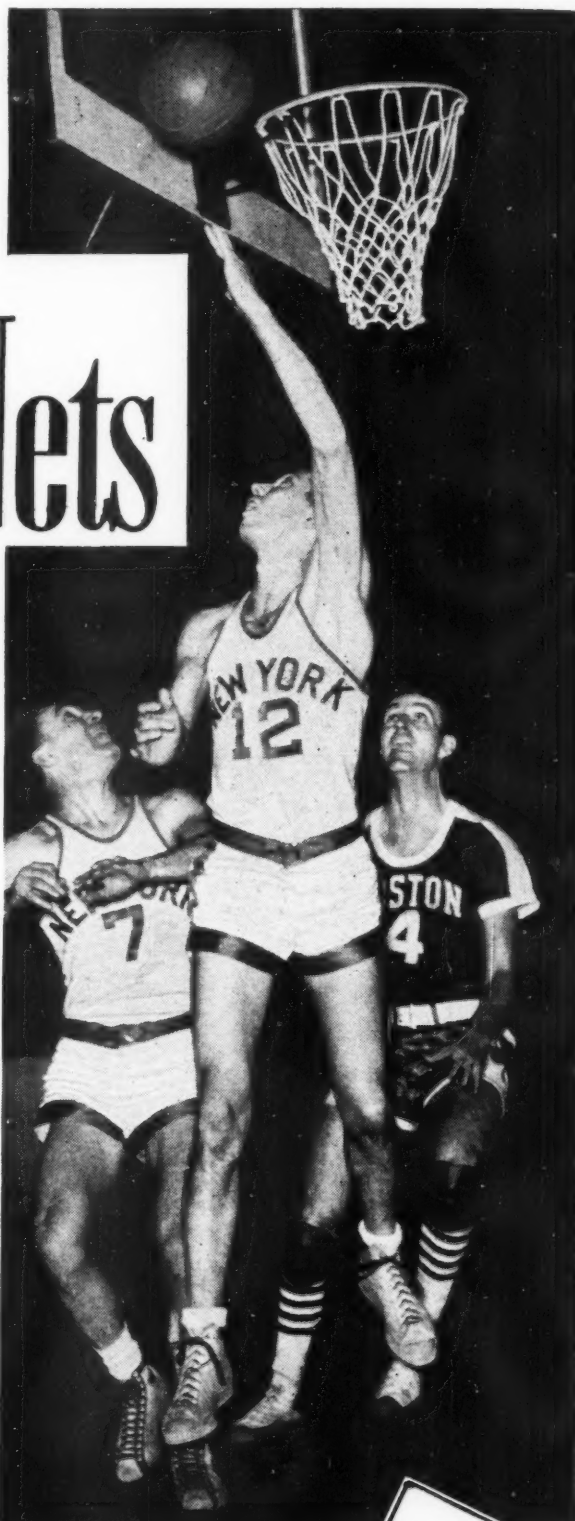
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VOLUME 17 • NUMBER 2 • OCTOBER

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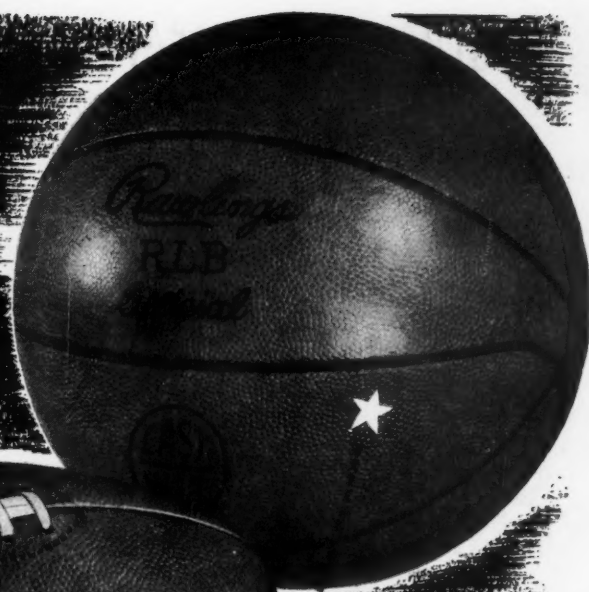
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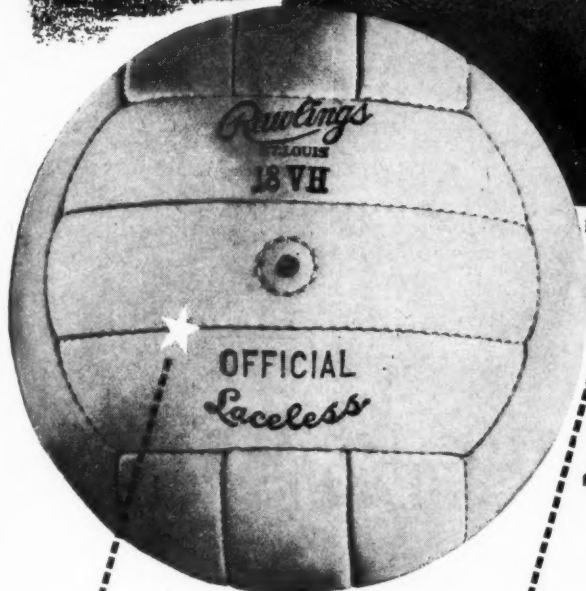
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# That upright line stance

WAY back in the paleolithic age of football—about 1938—when the T formation was just a mischievous gleam in Mr. Halas's baby blue eyes, we spent a perfectly good summer traipsing from coaching school to coaching school.

We visited at least ten o and x factories and met hundreds of buffalo-shouldered coaches. But one fellow kept popping up wherever we roamed. It got to the point where we began looking for him under beds and behind shower curtains.

This fellow, although just a young line coach at Fordham University, had a lecture itinerary fuller than a Jane Russell sweater.

The guy was good—no question about it. He expounded his theories clearly and exhaustively. And after he had submarined his way into the clear, he was never permitted to escape. The bloodhounds would encircle the poor fellow and yelp question after question at him. All of which he would answer in his slow, thoughtful manner.

THAT'S how we became acquainted with Frank Leahy. We were not the only ones Frank impressed that summer. Carl Snavelly was another.

Out of these chance meetings, Frank got his two big breaks in life. First, an offer to write an article for *Scholastic Coach*. Second—and probably a little more important—the head coach job at Boston College, thanks to a recommendation by Snavelly.

While Leahy football today is particularly esteemed for its offensive properties, the theory of his that intrigued us most eight years ago pertained to the lineman's stance.

Up until then, so far as we know, most coaches cherished the low, coiled, offensive stance. They taught their boys to deploy themselves close to the ground with the tail just over the heels, and then release like a spring.

From a kinesiological standpoint, this apparently made sense—although no pseudo-scientific esthete

had ever written a master's thesis on it.

But Leahy had another idea, which we had him espouse in his article for us in September 1939. We quote the master:

"The stance shown in the pictures (posed for by Frank's aide, Joe McArdle) could be called orthodox. A glance at the position of the tail, however, will show that it isn't.

"Whereas in an orthodox stance, a player will line up with his tail low and close to his heels, the guard in the picture has his shoulders and tail on the same line.

"It seems a waste of time to set up a man with his seat around the heels when you consider the fact that his tail must come up when charging straight or pulling out. The boy can make his initial move much more expeditiously when he starts from the high tail position."

WHY exhume this morsel at this late date? Well, because it might have been the kick-off of a new trend in line play. Our coaches now appear to be thinking along these lines.

The latest wrinkle is an *upright* offensive line. Cliff Battles is using it this season with his Brooklyn Dodgers (All-America Conference).

The em-Battled Dodger linemen stand with their hands on knees, exactly like the halfbacks in the T formation. This plan of Battle purportedly permits greater relaxation, easier breathing, superior analysis of defensive weaknesses, and a faster charge.

We won't attempt to reverse-block the first three advantages. But about the faster charge, we wonder. Until Professor Thomas K. Cureton, the tests and measurements impresario, sics his battery of infernal machines on the matter, we'll stand by the Leahy *modus operandi* as offering the quickest, most effective charge.

As evidence—a shade on the flimsy side perhaps—we cite the example of track sprinters. Why do they get down for their start? Obviously because the crouch position

affords the speediest start possible.

Whether the upright stance proves sound or not, however, Mr. Battles rates on oak cluster for fathering such a brainchild. Experimentation is the lifeblood of modern football, and anyone contributing to the stream merits the gratitude of the coaching fraternity.

One other thought: If the upright stance ever supersedes the crouch, watch out for elevator football shoes. "They'll make your short men taller by half."

## HIT OF THE YEAR

BY the time these cameos of wisdom are dumped into your weary laps, the world series will have been laid to rest and the only reminder of the hectic baseball season will be the merry jingle of gold eagles in the club owners' pockets.

To our way of thinking, the most epochal highlight of the year was not the record-shattering attendance, the Cardinal-Dodger race to the wire, the long-ball hitting of the Giants, or the attack on the homerun record by Johnny Mize and Ralph Kiner.

It was just the simple act of a Negro playing in the big leagues—the first Negro ever to do so.

No player in baseball history ever carried the load on his shoulders that Jackie Robinson toted this season. Prejudice, precedent, rookie pressure—all conspired against his every move. But Jackie fielded every bad hop flawlessly.

For our dough, he was not only the rookie of the year but baseball's man of the year.

Another gentleman who rates a loud locomotive (with nine rahts) is Branch Rickey, Dodger president. It was Branch who belted the color line over the fence by signing up Jackie.

A lot of harsh things have been said about Mr. Rickey's passion for collecting green treasury notes. But even his worst enemy will admit that Mr. R. can recognize talent.

(Concluded on page 64)



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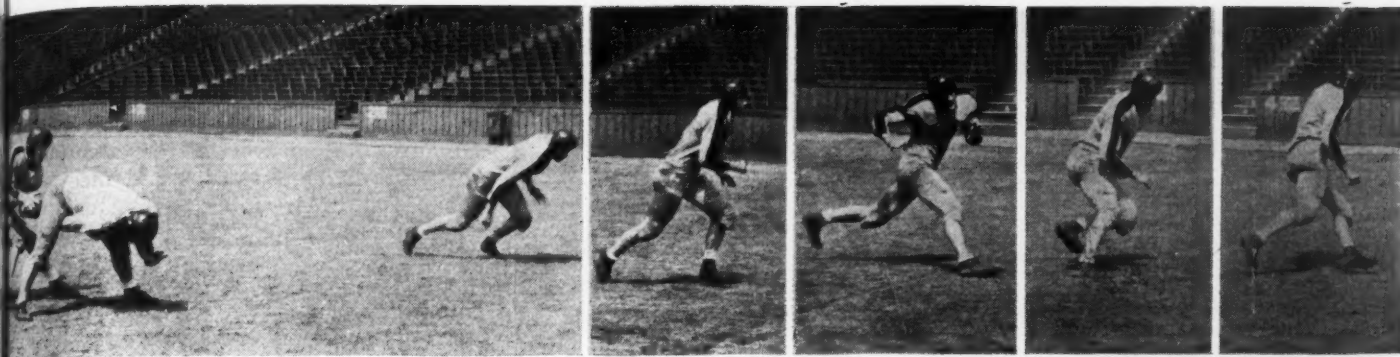
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**IT'S WILSON TODAY IN SPORTS EQUIPMENT**



By LYLE C. MARTIN

## IN THE Hands of the Receivers



**I**T'S a late Friday afternoon. Your team is trailing by a few points, and time is rapidly running out. Your club has the ball. A sudden shifting of a defensive halfback leaves a wonderful opening for a forward pass and a possible winning touchdown.

Quickly your mind runs over your forward pass repertoire. Alas, not one of your set plays sends a receiver into the unprotected spot! The opportunity passes. The final gun barks and another game is lost.

To avoid such predicaments in the future, you need a wide-open passing attack which can hit every spot on the field with any of three receivers—the two ends and wing-back.

Impossible, you say? You can't teach that many pass plays and get everything else done? This may have been true under the old system of forward passing based on a set pattern of cutting. While 20 or 30 set pass plays could cover the field, it made for a rigid and stereotyped passing system—a system easily scouted and easily defended against.

A modern passing game should show a great many variations, clever deception, and fluidity of attack. A quarterback should be able to send any of his eligible receivers into any unprotected area.

A wide-open passing attack such as this demands a great number of cutting patterns, which must be run in different combinations in order to develop the necessary deception and make it difficult to defend against.

At Claremont, we base our passing attack on a special vocabulary



**Down and Out:** As the center hands the ball back to the quarter, the end breaks straight down the field toward the defensive half on his side. At the propitious moment, he head fakes inside (third picture), coming down on his right foot. He then sharply changes direction and cuts for the sideline. The ball is delivered perfectly. The end takes it about head high on his inside, with his body completely protecting the ball from the defensive secondary. This is a tough pass to intercept.

for receivers. All our ends and backs are taught certain words for the different patterns they are to run.

For example, on a *Stop* pass (**Diag. 1**), the receiver runs directly downfield eight yards, comes to a dead stop, and awaits the ball.

This pattern is designated hereafter in the players' vocabulary as a *Stop* pass. Whenever a *Stop* is called after that, the receiver knows he must run directly downfield and come to a stop eight yards beyond the line of scrimmage.

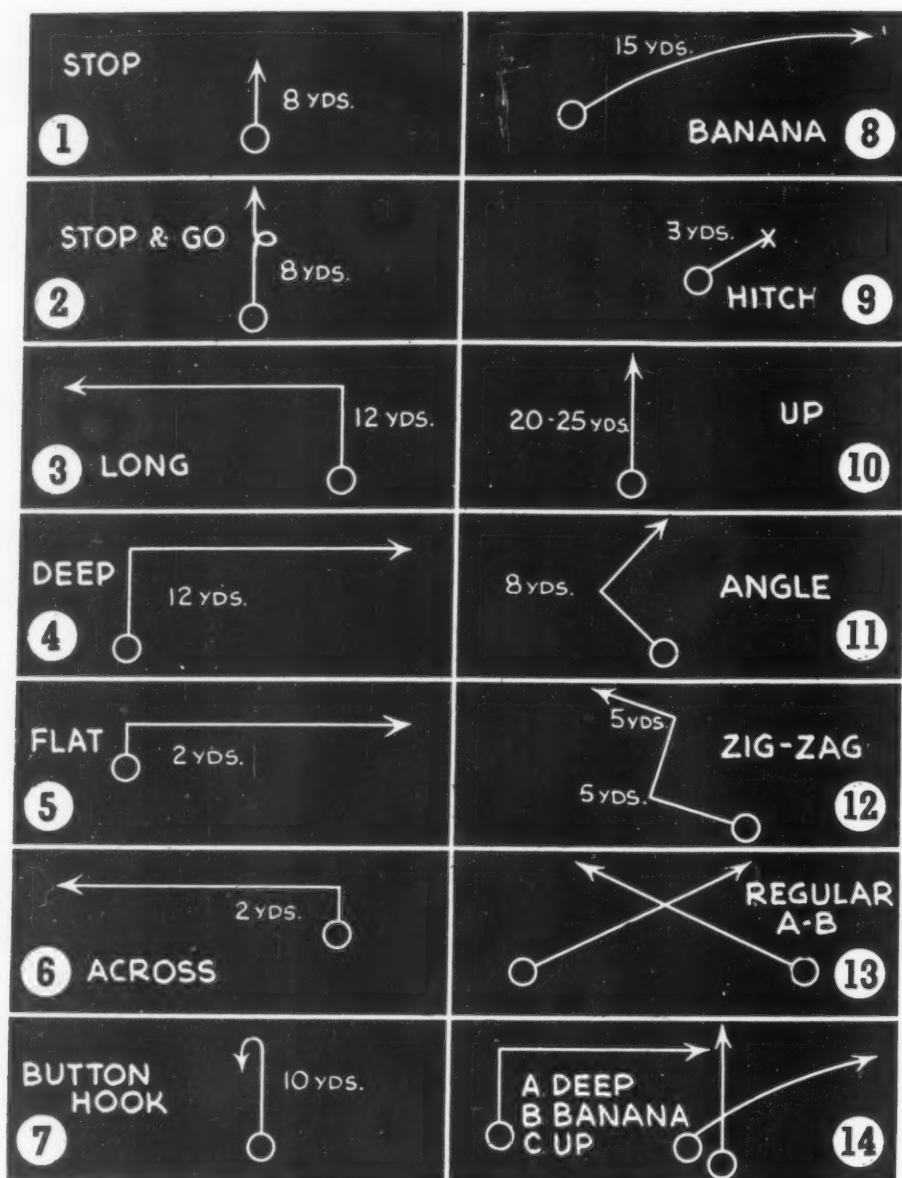
To make the signal calling still easier, the left end is labeled "A," the right end "B," and the wingback "C." The quarterback might thus call a pass play in this manner: "A" *Stop*, "B" *Stop*, "C" *Stop*. That means all three receivers must proceed directly downfield and come to a stop eight yards beyond the scrimmage line.

To add variety to the patterns, the signal might well be "A" *Stop*, "B" *Stop and Go*, "C" *Long*. The left end ("A") would stop eight yards out; the right end ("B") would stop momentarily eight yards out, pivot, and break fast downfield (**Diag. 2**); while the wingback ("C") would go downfield 12 yards and cut at a right angle to the left (**Diag. 3**).

A tremendous number of variations are possible under this system. These three patterns alone make possible 27 different pass plays.

Ten other basic patterns are shown in **Diags. 4-13**. Mathematically these 13 combinations comprise over 2,000 different pass plays. Yet the players are required to learn only 13 different ideas.

**Diag. 5 (Flat):** The receiver advances two yards downfield, then



## BUTTONHOOK

The end starts at top speed. After 5 to 10 strides, he comes to a sudden stop and wheels sharply to face the passer. The ball is delivered fast, head high. Note how the receiver keeps his hands up from the moment he starts pivoting — enabling him to reach for the ball instantly. This pass is perhaps the surest aerial gainer extant. The pro teams make extensive use of it.

runs parallel to the line of scrimmage.

**Diag. 6 (Across):** The receiver advances two yards, then crosses sharply to his left.

**Diag. 7 (Button-Hook):** The receiver advances 10 yards directly downfield, pivots and comes back toward the passer two yards. The idea is to take the pass in front of the defensive half.

**Diag. 8 (Banana):** The receiver

runs like the curve in a banana, with the passer leading him to the outside of the projected curve.

**Diag. 9 (Hitch):** Used to set up a lateral pass play. The receiver advances at an angle for about three yards, stops, turns, and faces the passer. He receives a fast toss, then quickly shovels a lateral to a teammate.

**Diag. 10 (Up):** The receiver runs directly downfield 20 to 25 yards behind the last defensive man.

**Diag. 11 (Angle):** The receiver advances at an angle for eight yards, then reverses his field to cut in behind the defensive half.

**Diag. 12 (Zig-Zag):** The check pattern for the Angle. The runner cuts toward the center of the field for five yards, then cuts back five yards. As he turns to cut back again, the ball should be waiting for him.

**Diag. 13 (Regular "A-B" Pass):** The left end and the right end cross eight yards at an angle directly over the center. This is a particularly effective pass against a 6-2-2-1 defense.

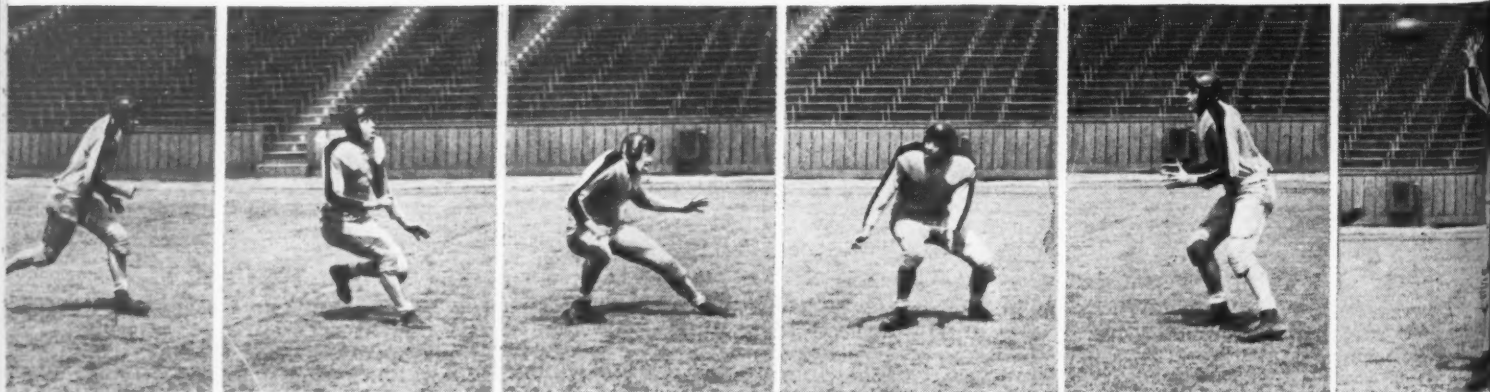
If you employ the T rather than the single wing, the man-in-motion can be labeled "C" instead of the wingback. A smart quarterback can, by carefully checking the defense, fully exploit every weakness.

When these patterns are employed in proper combinations, it is possible to use two receivers as decoys for a third.

For example, the quarterback might handle the defensive left half with this signal: "A" Deep, "B" Banana, "C" Up. The wingback ("C") draws the half downfield, while the right end ("B") swings through his territory.

If the half leaves the wingback to cover the right end, he is again pulled out of normal defensive position, and the left end ("A"), after a slight delay due to the right angle turn, may cut over and take a pass in the territory left open (**Diag. 14**).

During the early season and spring practice, it is essential for





## EXCLUSIVE SCHOLASTIC COACH PHOTOS

all the receivers to run each basic play the same way every time. In a *Deep* play (*Diag. 4*), for instance, the receiver must always run directly downfield for 12 yards, then cut at a sharp 90-degree angle to the right across the field.

That means every receiver must go the full 12 yards and make a square turn. Don't accept 10 yards and a rounded turn. This will destroy the full effectiveness of the system and make it more difficult for your passer to hit the man with the ball.

Daily drill for ends and backs is mandatory for timing. This constant review tends to implant these 13 basic maneuvers much more sharply than, say, an old-fashioned "81" pass play. At least that has been my experience.

Other basic patterns might well be added to this group, or you might limit your first season to five or six "word" pass plays. It is so simple that boys of high school age take to it readily.

It won't be long before your quarterback will be surprising you with novel combinations of the basic plays. However, start him out right by putting together several different patterns to show him the unlimited possibilities of the system.

When that inevitable Friday afternoon rolls around again, and you see that weak spot open up in the defense, and your newly trained quarterback calls the proper pass play to take advantage of it, and the right end scampers for the winning touchdown, you'll say to yourself, "That's using your head youngster! Call 'em where they ain't!"

In closing I would like to iterate a few thoughts on pass receiving that appear in Dana X. Bible's new book, *Championship Football* (Prentice Hall Inc.):

Some boys can catch a football better than others. Speed and good hands are essential. But all receivers

can improve themselves with practice and proper technique.

1. Catch the ball with both hands, rather than against the body.

2. Be as relaxed as possible when taking the ball.

3. Never take your eyes off the ball after it is thrown. If it is necessary to change direction, pivot so as to keep the ball in sight.

4. If running *away* from the ball, take it with thumbs *out*. If running at a square angle to the ball's path, take it with thumbs *in*, unless it is a low pass. If taking the ball while facing the passer, catch a high ball with thumbs in, a low ball with thumbs out.

5. In catching the ball always have the hands in front of the body if possible.

The receiver frequently encounters trouble on the line of scrimmage. Opposing linemen may attempt to shove him backward or jam him in. Then one of the line backers may work on him.

To elude a lineman attempting to hold him up, the end or wing-

back may (1) fake with head and shoulder in one direction, go another; (2) fake a block on the lineman, drop low and quickly move in or out; (3) pivot on the line of scrimmage and move out and around the hold-up artist.

He should not offer a broadside to the defense; rather he should turn sidewise and slip or slice through.

A pivot or quick direction change should free the receiver from the line-backer.

The end will find it easier to go out if he widens the split between him and his adjacent teammate. He must not form a habit, however, of taking his position only on pass plays; the opponents would quickly recognize it as a tip-off.

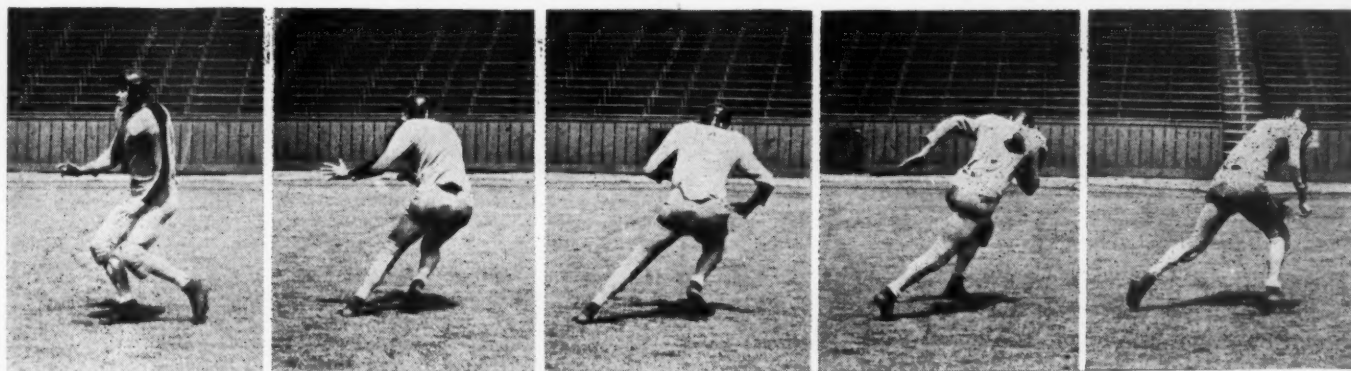
Observance of these details, together with the passing scheme previously outlined, will pay off in extra touchdowns.

Lyle C. Martin, football and track coach at Claremont (Calif.) High School, presents a unique method of building a forward pass attack, which he borrowed from the pros and simplified for high school boys.



### FAKE BUTTONHOOK

The end takes a few strides downfield, pivots and comes back in approved buttonhook fashion. He puts in a hand fake (sixth picture) for additional effect—a move calculated to bring the half in post haste. As the secondary rushes in, the end shoves off with his right foot and runs straight downfield as fast as he can. The passer usually leads him with a soft high throw. This pass is particularly effective when sprung after a few real buttonhooks.



**Cutback:** The tailback receives the snap with a nice lead, as he cross-steps with his left foot. He then steps right, left and right. Note this last step (third picture in second row). The weight has come down on the right (outside) foot, preparatory to the change of direction. As the back shoves off, he props

**R**UNNING in the open field is an art—not just a foot race between a ball-carrier and a tackler. In addition to being able to move fast, the ball-carrier must know how to handle the ball, where to run, and how to evade would-be tacklers.

One of the more important prerequisites is split vision; that is, the ability to take in the field as a whole. A player may have all the other qualifications of a fine ball-carrier, but unless he possesses the ability to size up the entire picture at a glance, he will seldom realize on his potentialities.

The development of this faculty calls for constant practice in the classroom, on the street, and on the field. A young player can, by constantly attempting to locate objects out of his direct line of vision, learn to absorb the picture as a whole rather than just the object in his direct line of vision.

The ball-carrier in the open should not concentrate on one objective at a time. He should employ split vision to size up the entire situation and set up a running pattern. For example, while stiff-arming a tackler, he can determine the distribution of the other defensive men and thus make it easier to pick his way down the field.

#### FAKE BY POINTING

He can fake effectively by appearing to point toward the goal line, thereby encouraging the tackler to intercept him at a point along his course rather than maintain a safe angle on him.

The simulated pointing action also helps him in reversing his field or changing pace. The action invariably sets up a commitment by the defensive man that will be to the advantage of the runner.

The details involved in ball-carrying should be practiced every day. They may be worked out first on the field apparatus to develop the proper technique and the rhythmic cross-steps and pivots so essential in good broken-field running.

As a start, the backs may be run through a series of boxes or tires with a ball under their arm and with stress on a high knee action.

Once the boys have learned to run straightaway, a few features may be added, such as changing

the ball and running with the head up, avoiding the common tendency to look at the feet.

Next in order is to change the arrangement of the tires to allow for a cross-step effect. To instill confidence, start the boys at half speed without the ball. After a degree of confidence has been attained, you may add the ball and accelerate the running.

The next logical step is to adjust the tires so that the cross-step may be combined with the straightaway running. The ball should always be carried in this drill to familiarize the player with the technique of switching it from arm to arm.

If tires are used, the pivot step may be introduced at this point. This is sometimes called the spinning step. The back, if spinning away from a tackler to his right, spins on the ball of his right foot, lands on his left, and continues through the tires using the cross-step and the straightaway running with the knees up high.

The spinning step is especially valuable when breaking through the line with defensive men blocking the way.

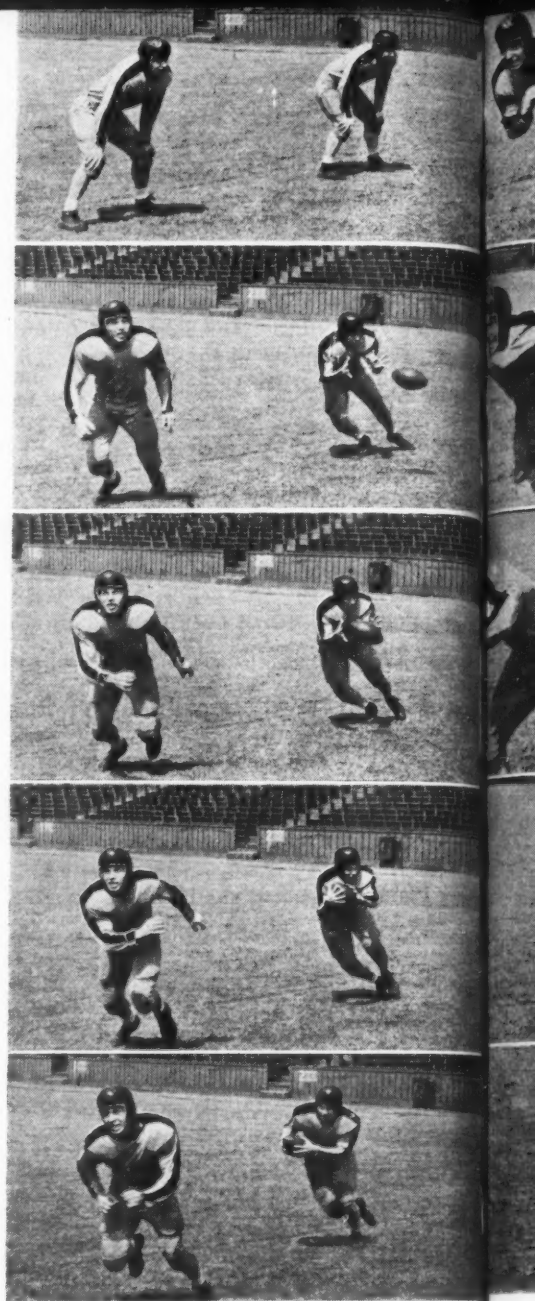
After the back has learned the different steps, proceed to the two-man charging sled for a course on the stiff arm in combination with the cross-step, limp leg, and spinning step.

In combining the stiff arm with the different evading stunts, stress the importance of keeping the ball tucked away in a manner that permits the most effective use of the stiff arm. To obtain the maximum effect, the arm should be locked at the elbow with the heel of the hand contacting the helmet.

Have your backs line up facing the charging sled. Then run them through the steps they have learned on the tires in the same order these steps were learned, adding the stiff arm. Make sure to emphasize the correct carriage of the ball under the outside arm.

The first step we use is the cross-step, which is the easiest and most natural of all. The stiff arm is aimed at the padded vertical surfaces of the sled.

If the take-off is to the right, the left leg is cross over the right. This technique, when employed in conjunction with the locked elbow, the heel-of-the-hand contact, and the jab or short-arm shiver, tends



## EVASION in the O

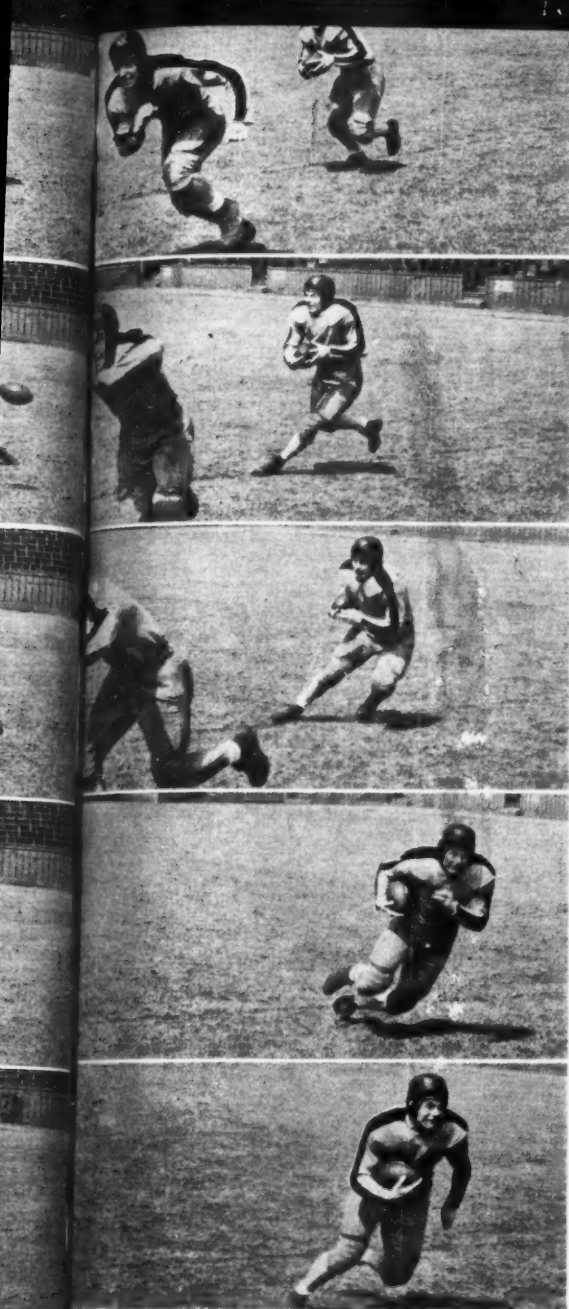
to throw the ball-carrier away from the defensive man.

The second drill embraces the use of the limp leg and the employment of weight on the opponent. The back advances on the sled, places a stiff arm on the vertical standard, and, if going to the right, takes off on his left foot and lands on his right.

The take-off is executed simultaneously with the contact of the stiff arm. While in air, the take-off leg is shifted behind and becomes limp. The principle involved is to give the tackler a leg or target and then take it away from him. The defensive man's drive should carry the back away from danger.

The change of pace is a very effective weapon for the open-field





the ball under his outside arm and drives hard off the outside foot. All these movements are performed in one swift synchronized motion. The actual cutback must be executed quickly and suddenly before the opponents can fully realize the play is not an end run. The back drives into the line very hard.

up 10 or 15 extra yards, and sometimes break away completely. It is of vital importance, when taking the initial step, to fake well with the eyes and hips. Every fake should be made with the idea of convincing the tackler that the movement is authentic. A great deal of practice is required for this.

For close-line play, the backs maybe taught the pivot step with the shoulder establishing contact. A back charging into the line finds the way completely blocked. After a few short, choppy, driving steps with the feet spread, he pivots on the outside foot, using the obstruction as a post, and tries to go around.

A good way to work up to live-contact situations is to practice on the sled first, with the back hitting the vertical padded area with the shoulder. The follow-through with short, choppy steps follows, then the pivot on the outside foot away from the sled. Always have the back practice this with a ball under his arm.

#### STIFF ARM

Another skill to work on is the pivot step combined with the stiff arm. The technique employed is the same insofar as footwork is concerned, but this time the stiff arm is applied to the padded area of the sled with a jab effect to aid the runner in pivoting away.

At this point, it is a good idea to expose the ball-carrier to actual open-field situations. Linemen or backs may be placed in vertical lines with about 10 yards separating each man. The ball-carrier then tries to run in and out of the tacklers, using the various techniques he has learned in the same order they were learned.

To complete the gradual transition to an actual-game situation, the back should go through the maze twice at half speed, with the tacklers remaining passive. After the trial runs, the tacklers should try to establish contact. All tackling and running should meet the standards set up by the coach.

The next step in the teaching progression is to illustrate the proper methods of following interference or picking up interferers after they have released from initial assignments in the line. To take full advantage of his downfield blockers,

the back should know who these blockers are and where they are coming from, so that he can look for them and plot his course accordingly.

The charging sled may again be pressed into service as a practice device. Have the ball-carrier follow a blocker toward the padded uprights of the sled, then break according to the way the block is thrown. If the blocker's head and body are placed between the blocking surface and the carrier, the back should break to the outside.

After a few tries to familiarize the ball-carrier with the proper direction to take, he may be instructed to insert a cross-step to set up the imaginary tackler for the blocker. The ball change and the eye fake are essential components of this drill.

When the time comes to expose the blockers and the ball-carriers to contact work, the squad may be set up in three lines—one line having all the defensive men, the second having the blockers, and the third composed of the carriers. The line of tacklers sets up between two ten-yard stripes, with the other lines facing them.

A ball-carrier starts running, picks up a blocker, and both advance on the tackler. The blocker hits the tackler and the runner cuts away. After a man has had a turn in one line, he moves in clock-wise fashion to the next line.

With a little conscientious endeavor, a straight-away runner can learn these stunts and thus become much more effective in the open field. In other words, he will be able to play much harder to get.

When carrying the ball in the open, the back should firmly clamp it under the outside arm—the arm away from the majority of the opponents. One point of the ball should be kept under the arm pit; the other in the palm of the hand.

On plays through the line, the ball should be carried against the stomach with both hands around it. The ball may be tucked under one arm once the back clears the line.

Ball-carriers should also form the habit of always keeping both hands on the ball when thrown to the ground. Many boys remove one hand to absorb the shock of the fall. They lose consciousness of the ball, and thus permit it to squirt out of their hands time and again.

## the OPEN FIELD

By **RONALD E. KNAPP**

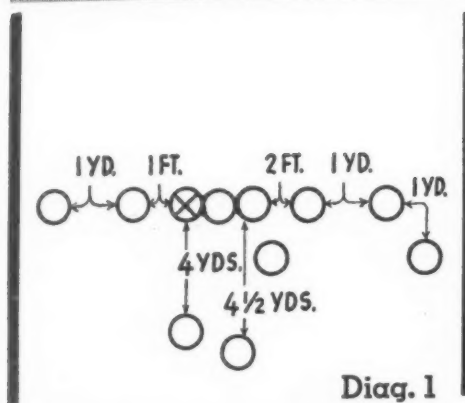
Ronald E. Knapp, backfield coach at Dickinson College, offers a drill program for developing the art of broken-field running.

runner. Some men acquire the knack rather easily; others never quite grasp the essential rhythm.

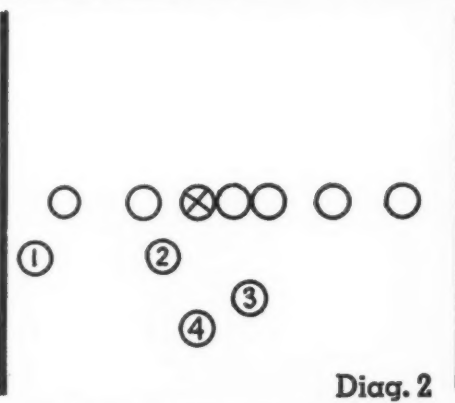
The change of pace may be practiced on the sled by assuming the sled is a potential tackler, who has the angle on the runner. The runner approaches the tackler at three-quarters speed, then cross-steps away at full speed. If employed correctly, the maneuver will tend to throw the defensive man off stride and off the correct tackling angle.

With an adequate stiff arm and stimulated running, a back can pick

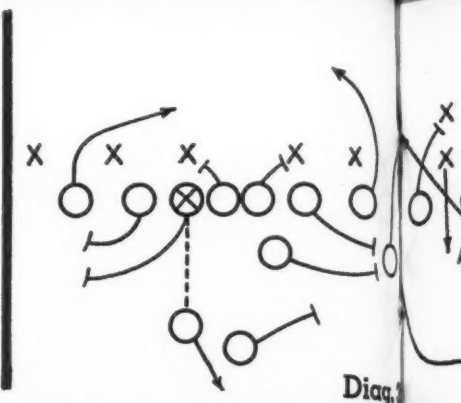




Diag. 1



Diag. 2



Diag. 3

# The Swinging "A"

By JOHNNIE GOLDEN



THE Swinging A, which by any other name, would still be a single wing, is sound enough and different enough to be of special interest to the single-wing-minded high school or college coach.

The formation derives its name from its main purpose in life—to swing the defense into line with the backfield strength, which is generally determined by a wing-back who is often in motion.

The formation then hits at the weak spots with a unique spinning pattern which catapults the backs into unsuspected gaps.

The Swinging A features a semi-spread line similar to the N. Y. Giants' famous A. We differ slightly in the line spacings, however, and our blocker and fullback positions have been altered slightly to meet our own play ideas.

Our line is always unbalanced to the right, regardless of the direction of the run. Our backs, however, run from both sides. When they shift left, the fullback moves up to a position in front of the tailback.

Thanks to our line spread, we find the opposing lines deploying a lot wider. This aids our trap plays, permits better blocking angles on backers-up, and enables us to release men downfield rather than pull them.

Coming from the huddle, our linemen position themselves on the scrimmage line with hands on knees. They drop to a tripod position at the quarterback's "Set!"; then move out on a certain count.

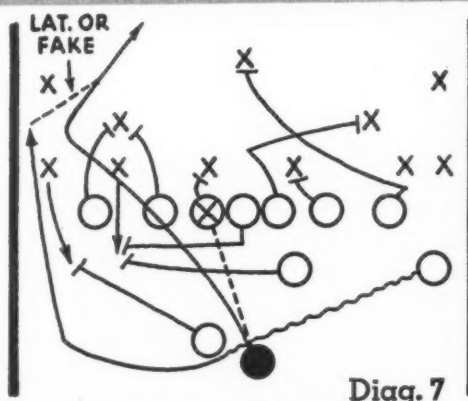
Our blocker, who is the heavy-duty back, is allowed to cheat right or left to meet changing situations.

Our regular formation is outlined in **Diag. 1**. Our line arrangement is as follows, starting with the left end and continuing to the right:

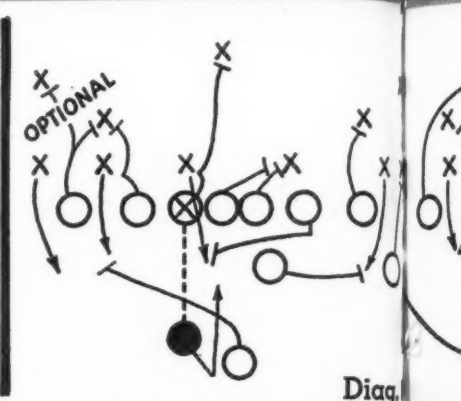
Best offensive blocking end, second fastest guard, center, best lineman (tackle), ice-wagon tackle, fastest guard, second best end.

**Diag. 2** shows our left formation. As you can see, our line positions do not change.

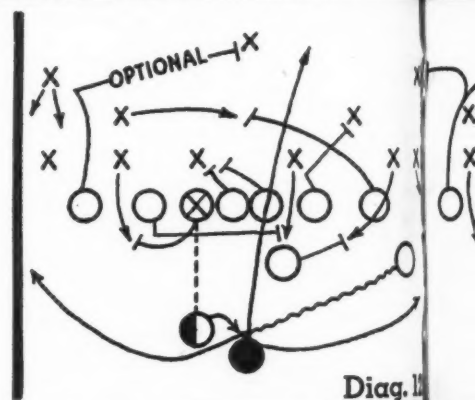
**Diag. 3**—Standard Pass Protection. Against 7-man line, fullback takes short-side end. Against 6-man



Diag. 7

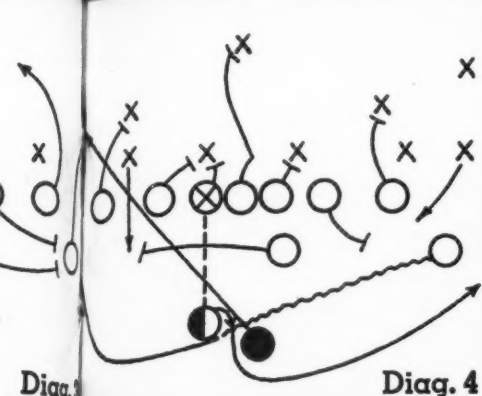


Diag. 8

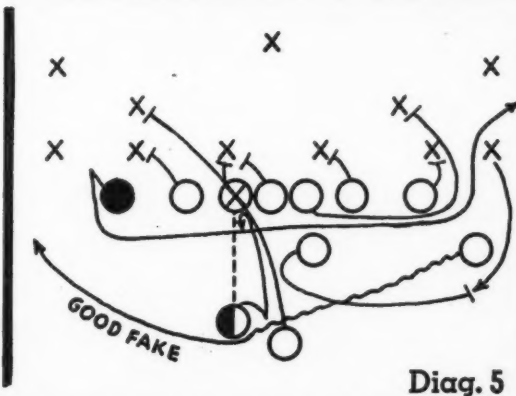


Diag. 10

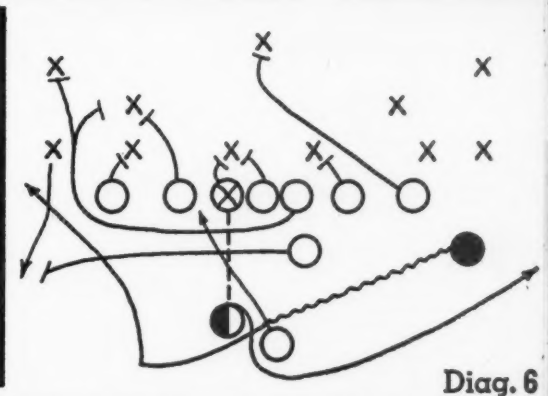
A modified single wing  
a unique spinning pattern which  
into weak defense



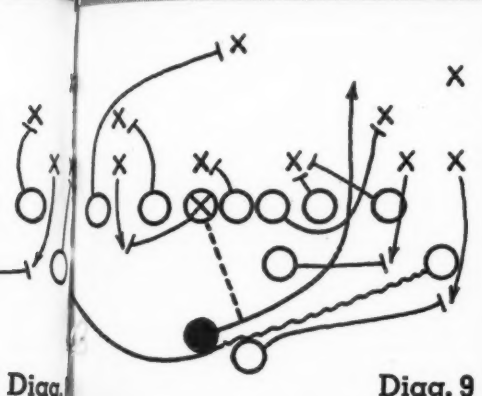
Diag. 3



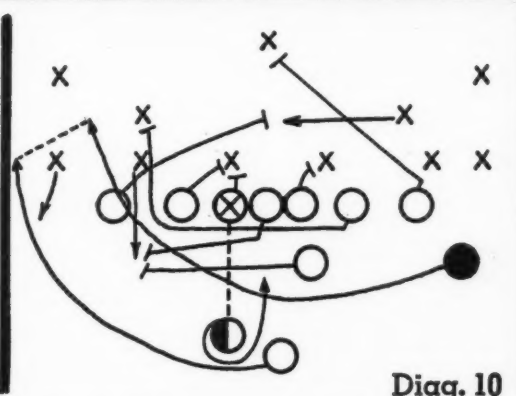
Diag. 4



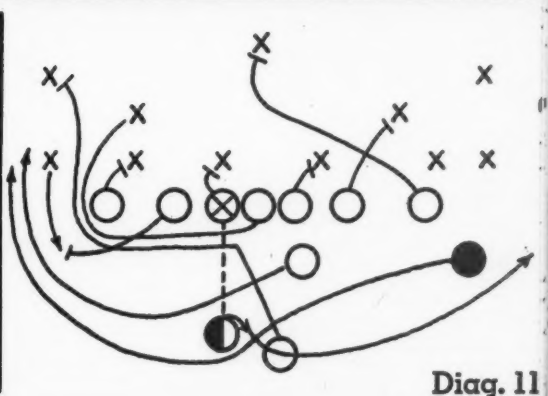
Diag. 5



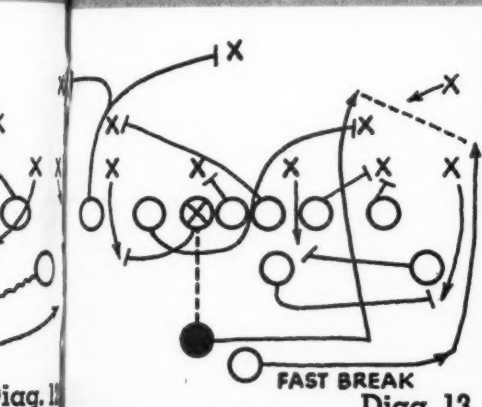
Diag. 6



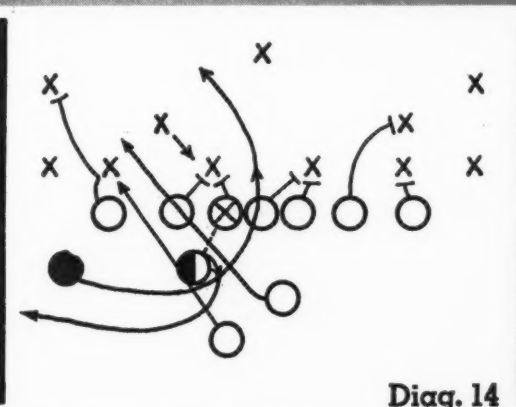
Diag. 9



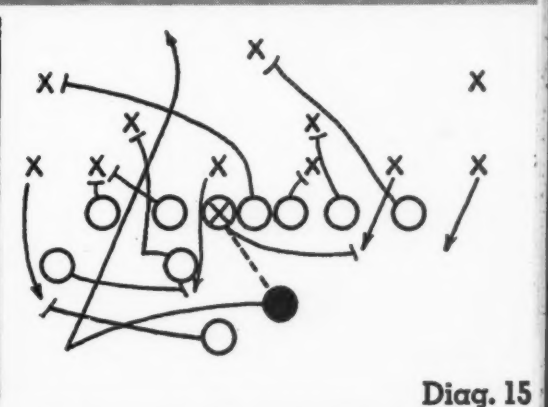
Diag. 10



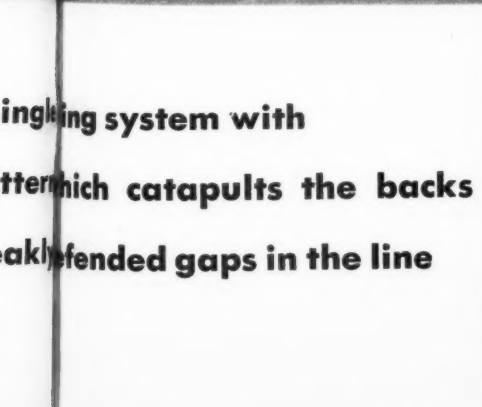
Diag. 11



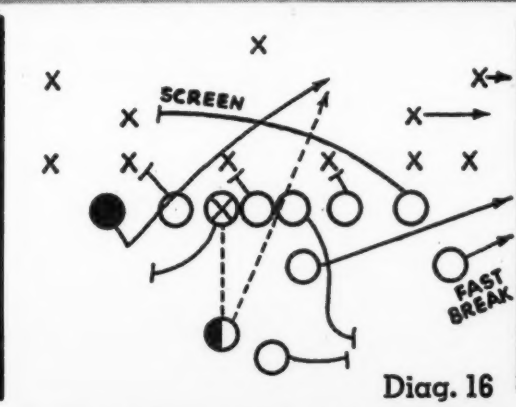
Diag. 12



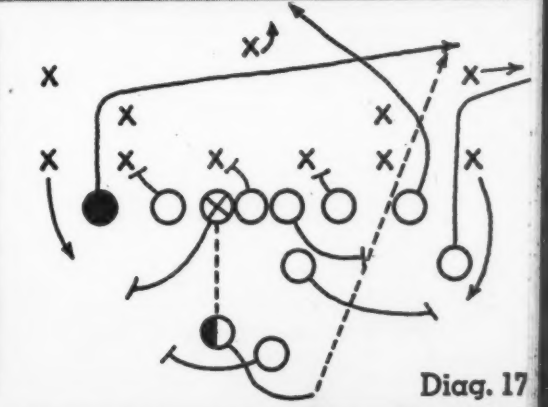
Diag. 13



Diag. 14

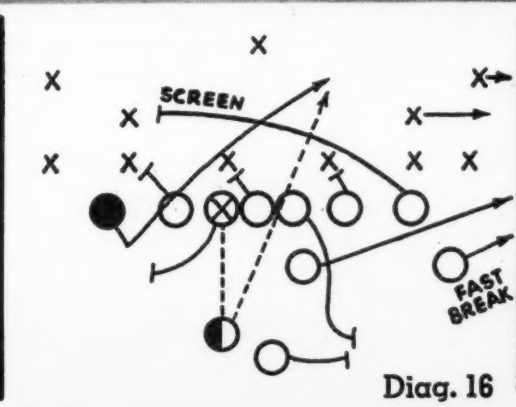


Diag. 15

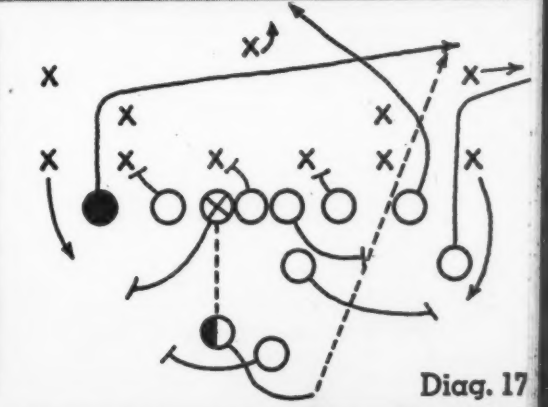


Diag. 16

ing system with  
tternich catapults the backs  
akly defended gaps in the line



Diag. 17



Diag. 18

**"Income up 25%  
in less than a  
year"**

**says  
Ex-Coach**



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line, No. 2 back may go out for pass while fullback takes strong-side end.

**Diag. 4—Tackle Trap.** Tailback spins, fakes to wing, and hands off to full. Tail then continues wide to right as though he has ball. Full, once across scrimmage line, breaks to left. If defensive half comes up, he laterals to wingback.

From this cycle, tailback can fake to both wing and full, pass to wing in flat, bootleg to right, pull end around, or reverse to wing—with few changes in line assignments.

**Diag. 5—End Around.** One of our best plays. It even fools officials. After spinning and faking to wing, tailback slides right with full to line of scrimmage. He fakes ball to full, then, as he hits line, lays ball on right side of his rump.

Left end, who has faked lunge at defensive end, comes across and takes ball off rump. Blocking back starts to left and comes back on end. Tail has two hands on ball as he fakes feed to full. Does not swing ball back or it will come into line of defensive vision.

Using practically same movements, tail may slide to line, fake ball to full, jump in air, and pitch flat pass to wing, who makes deliberate poor fake. Left end now goes down to decoy right half.

**Diag. 6—Wingback Reverse Outside.** If end crashes, play goes outside. If he drifts, wingback cuts sharply inside and then out (as shown). Blocker works on end accordingly. He can cheat a bit if it will help. Tailback spins, fakes to full, hands off to wing, and continues his own fake to outside.

**Diag. 7—Fullback Smash to Weak Side.** Play starts with wing in motion. Just as he crosses between tail and full, ball is snapped directly to full, who drives over trapped tackle.

Again, as in other traps, if defensive right half comes up for tackle, full can lateral to wing. Ball is snapped one count later than in other motion plays to permit wing to get through.

**Diag. 8—Fake Pass Run Up Center.** Our best play and ground gainer, used on passing down. Tail steps back one step, raises arm to pass, and smashes up between guards. Center puts half-hearted block on defensive right guard to keep him from feeling the trap.

**Diag. 9—Tailback Spin No. 3 Hole.** Using motion, we hit back to undershifted side of opponents' line. No fake here; ball is snapped directly to tail. With few changes, we can hit any hole to right or swing wide around end.

**Diag. 10—Wingback Reverse In-**

side. We run this play without motion into sideline, never to wide side of field. Play depends on ball-handling. Tailback makes complete spin and lays ball on right rump, same as in end around. Tail has ball in back of him when it is reversed to wing. If blocker can handle trap alone, we release extra man downfield.

**Diag. 11—End Puzzler.** Again, no motion and ball may be given to any one of three backs. Defensive end must determine which wave contains ball-carrier. While he's making up his mind, our inside tackle pulls out to add to his miseries.

**Diag. 12—Guard Trap Right.** Here we trap the defensive left guard. We use the play with motion to set up the next play, where we trap same guard from outside, with wing doing trapping.

**Diag. 13—Wingback Trap on Guard.** We run this one from both sides. Center can handle tackle as shown or take him with sliding block on scrimmage line. Tackle generally comes to him through gap left by pulling guard.

**Diag. 14—Inside Reverse.** From this left formation, blocking back fakes to tail and full, who pass on inside and outside. Blocker then slips ball to wing. Or, he may give to either full or tail, keep himself and follow through.

Another option of blocker is to fake to all three men and toss deep lateral to right end coming around.

**Diag. 15—Cutback from left formation with wing trapping defensive right guard from outside.** Right end gives defensive tackle a jolt before going downfield, and center delivers half-hearted block at guard in order not to tip off play.

The next six diagrams outline our basic pass plays.

**Diag. 16.** Hurried pass to left end who starts as though on end around, then races into unprotected backer-up territory. Offensive right end screens other backer by jumping into air and faking catch.

**Diag. 17.** If left end will go downfield 12 yards into territory vacated by defensive left half, pass will work all day.

**Diag. 18.** Play starts like off-tackle run. Left end button-hooks in front of backer-up and pass goes to blocker in flat. Blocker brushes defensive left end with fake block on way out.

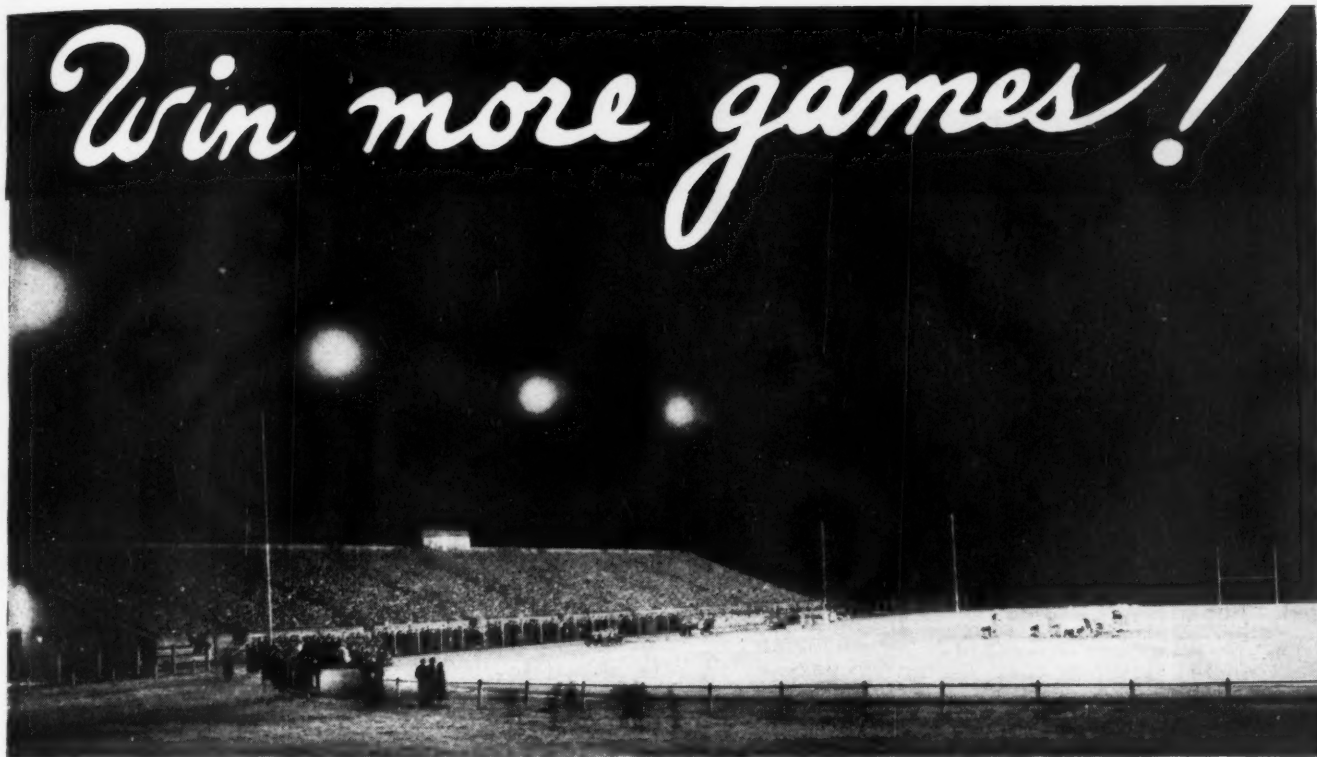
**Diag. 19.** Passer watches defensive right half, who generally goes to outside with No. 2 back.

**Diag. 20.** Backer-up will find it almost impossible to cover wing

(Concluded on page 50)



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By FRANK WIECHEC

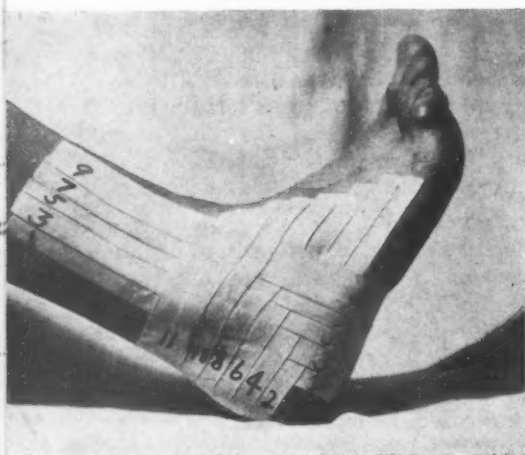
# TAPING

**W**HILE modern techniques in coaching and conditioning have drastically reduced the incidence of serious injuries in body-contact sports, the big problem of our coaches and trainers still remains—and that is the so-called “common” or minor injury.

When a player feels good, is physically fit, knows how to play, and plays hard, he is seldom injured. But when he is trying to protect a minor injury or is troubled with an old one, he is apt to re-injure the part.

A knowledge of supportive and protective bandages is vital in treating the injured part and preventing strain in weakened tissues.

This is as important to the coach as his knowledge of the game itself. Many a fine performer has been sidelined for months because of inadequate support to a joint.



**Ankle, Basket-Weave Strapping:** Foot is held at right angle to leg and slightly everted. Identification of torn ligaments is important because strapping must be applied with foot in a position that will relax ligament or ligaments torn.



To the coach with a small squad or inadequate reserves, an injury to one of the “starting” men almost always leads to an unsuccessful season.

On the other hand an injured joint, when well-supported, will not only brace the part and enable the player to compete, but will also decrease the healing time of the damaged tissues and prevent atrophy or wasting of muscle.

Many new types of supportive bandages have been added to the training-room equipment.

The regular zinc oxide plaster is probably the oldest type of adhesive bandage and support made. Until about 1898, the only form of adhesive plaster was the original yellow-colored variety which had to be warmed over an oven before being applied to any part.

At present there are a number of adhesive bandages. Among the more frequently used are:

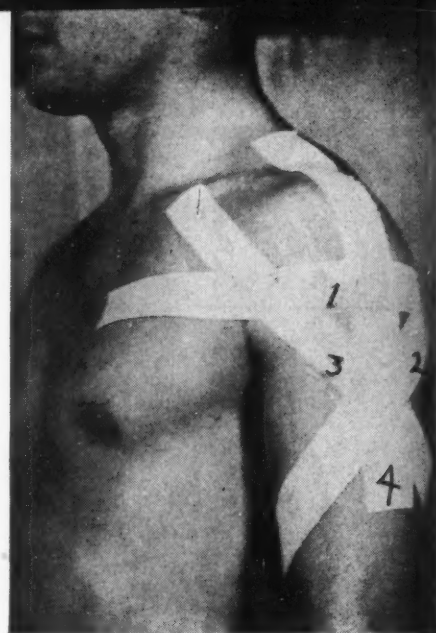
1. **Regular Adhesive Tape:** This contains a mixture of india rubber combined with burgundy pitch, gum resins and waxes with fillers such as orris root and zinc oxide. The mixing of the mass is carried out by pressure and friction without the aid of heat.

These mixtures, when spread on linen, result in an adhesive surface on the cloth. This type of tape comes in either a white or flesh color—the color of the tape having no other value than to hide a bandage.

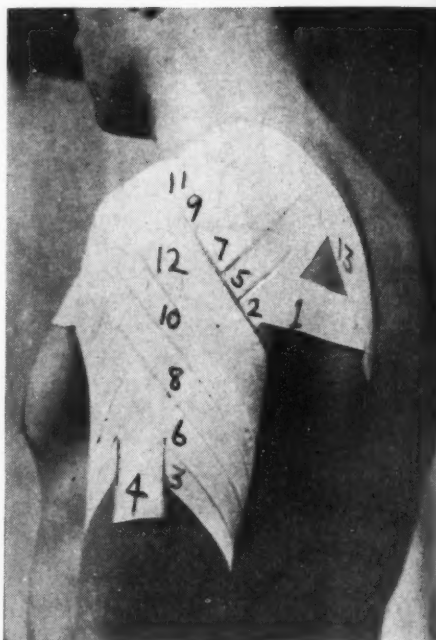
2. **Water-Proof Adhesive:** The adhesive qualities are the same as for the regular adhesive. This has a shiny shellacked outer cloth surface that prevents water from penetrating and interfering with the tackiness of the type.

It is not very satisfactory for daily use because it is stiff, rather difficult to apply and will not adhere very closely, especially over pointed or irregular surfaces.

3. **Reinforced (Husky) Adhesive:** This again is a regular type of adhesive, but with a reinforced cloth backing. It is used to strengthen regular bandages, keep supports in place or repair torn uniforms or padding.



**Shoulder Dislocation:** Apply beginning straps so that there is a pull on the head of the humerus upward and inward. Completed strapping is shown in picture below.



This type of bandage is not recommended for taping of ankles, knees or other joints. It is bulky, unwieldy and hard to tear.

4. **Adhering Gauze:** This is a white surgical gauze possessing the property of adhering only to itself. It will not adhere to the skin, hair or clothing and yet will stick to itself.

It has a definite advantage over regular adhesive in giving support or keeping padding in place during situations where there is moisture, dirt or grease on the part needing support.

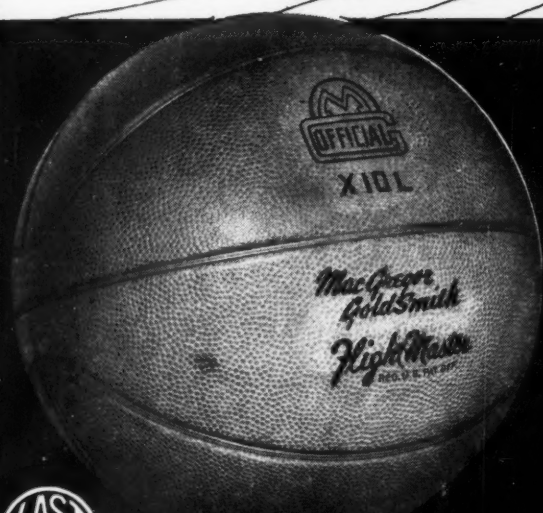
Another advantage is that it will not irritate allergic skin or leave a gummy substance on the skin when being removed.

(Continued on page 18)



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SPORTS EQUIPMENT

# HARDWOOD FACTS



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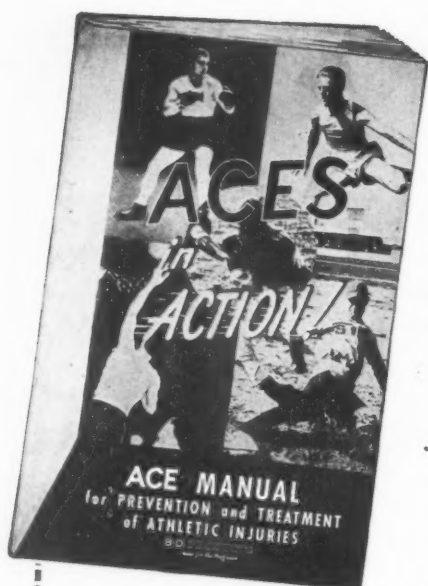
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**Ribs:** Attachments start on far side of sternum or abdomen and insert on far side of spine. Ends of adhesive are lower than seat of injury in front and higher in back. When applying tape, have player stand with arms raised overhead and instruct him to exhale while the strips are applied.

A disadvantage, however, is that it does not have the strength or rigidity of adhesive especially needed for support in contact sports.

**5. Elastic Bandage:** The elastic bandage is different from gauze and rubber bandages. Although it can be stretched to nearly twice its length, it contains no rubber. The stretch is in the special weave of the long fibre, cotton threads.

This type of bandage gives a snug, firm pressure without the discomfort of rubber. It can be used as a preventive or supportive wrapping for ankles, knees, elbows, and shoulders. Probably its most effective use is in reducing swelling in and around the knee joint.

Although this bandage will provide support and tension, it still is not adequate enough for good support to pulled muscles or torn ligaments in a chronic weak injury. Another disadvantage is the cost of the bandage and the necessity of careful washing in order to preserve its elasticity.

**6. Elastic Adhesive Bandage:** This is the usual elastic type bandage, uniformly spread with an adhesive plaster mass of a rubber-zinc oxide type.

This wrap is most useful in knee and thigh bandaging. It can be ap-

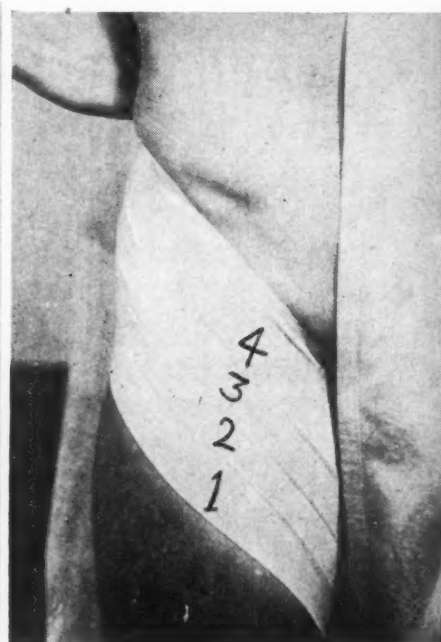
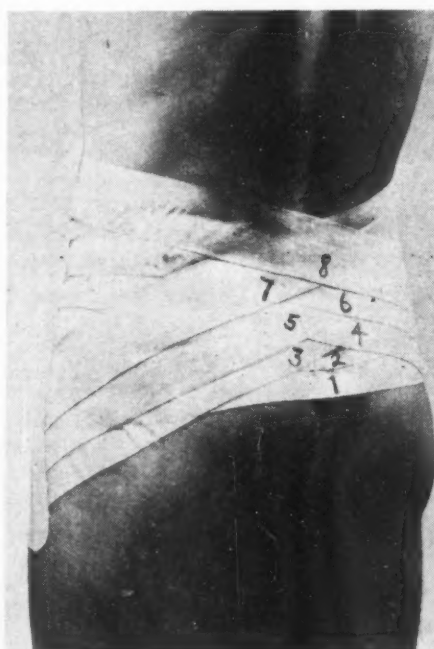


plied snugly and kept in place for several days without loosening.

In the large muscle groups of the thigh, for the so-called "charlie horse" type injury when hemorrhage is present, the adhesive qualities of the bandage will hold it in place and its elasticity will permit a tight but not uncomfortable compression of the part. In knee injuries it will prevent or diffuse swelling in the joint.

Its chief disadvantage lies in its high cost and in the fact that it can only be used once.

Adhesive plaster is used extensively in surgical cases to keep dressings and splints in place on various parts of the body and to afford support and uniform pressure. It immobilizes the part to se-



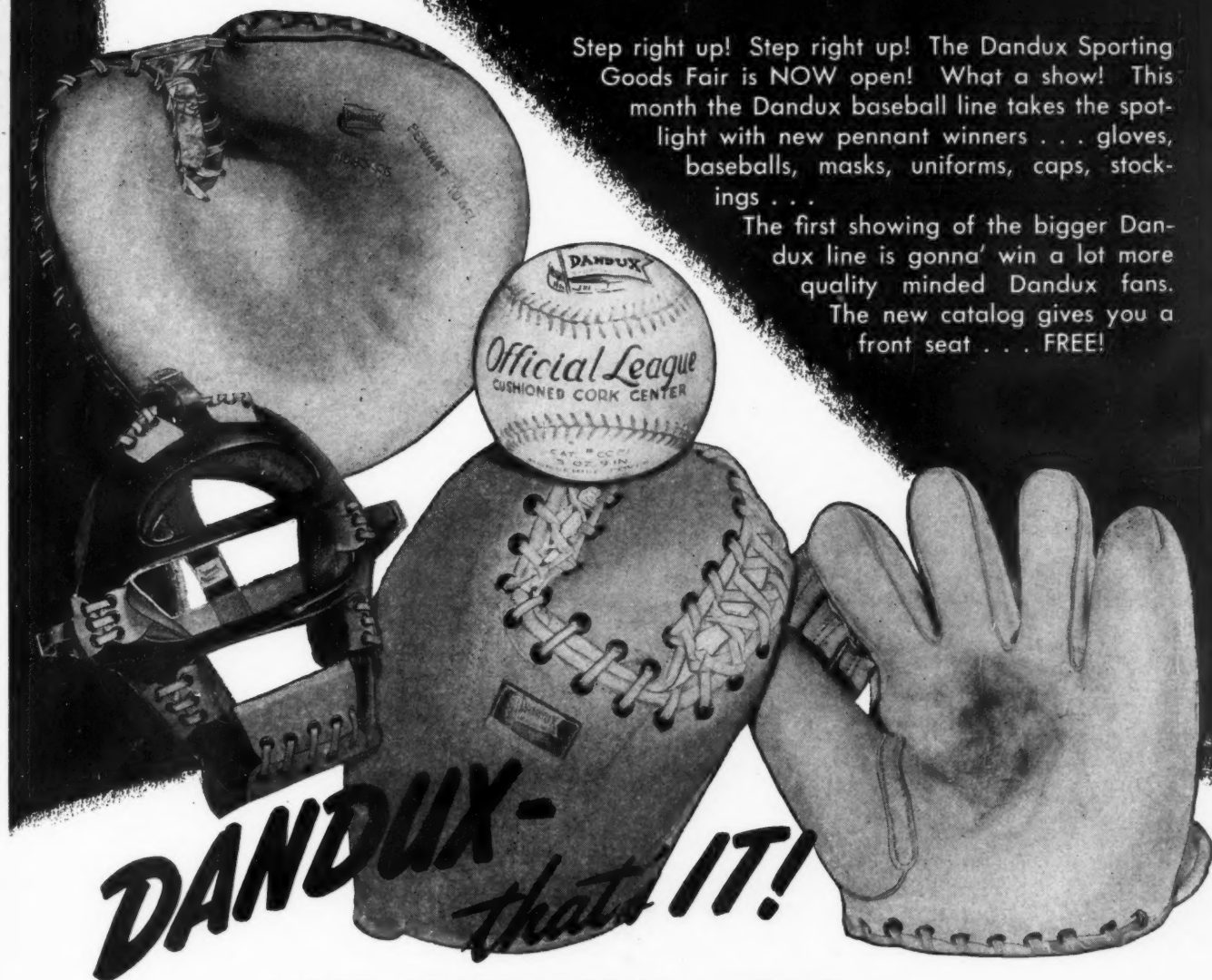
**Low Back Strain (left):** Patient in lying position; care is taken that straps are pulled tightly before being anchored and that anchorage is to bone. **Groin (right):** A good, simple supportive strapping for a muscle tear in the region of the groin.

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Step right up! Step right up! The Dandux Sporting Goods Fair is NOW open! What a show! This month the Dandux baseball line takes the spotlight with new pennant winners . . . gloves, baseballs, masks, uniforms, caps, stockings . . .

The first showing of the bigger Dandux line is gonna' win a lot more quality minded Dandux fans. The new catalog gives you a front seat . . . FREE!



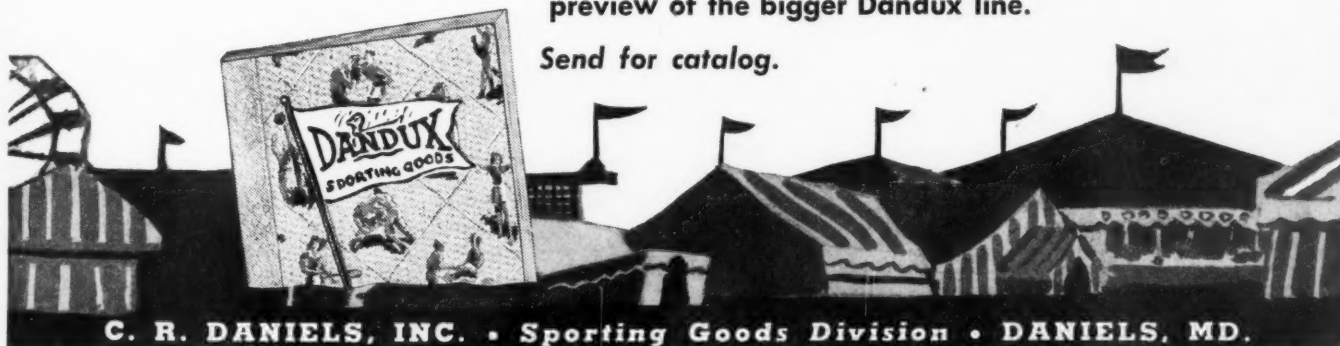
**DANDUX-**  
*that's IT!*

## WHEN PERFORMANCE COUNTS . . .

Coaches and Managers have been quick to applaud Dandux Performance. The expanded line will bring more cheers from quality minded coaches. Dandux users are enthusiastic about . . . Dandux design innovations . . . quality workmanship and materials . . . and the "NO-RAV" lockstitch.

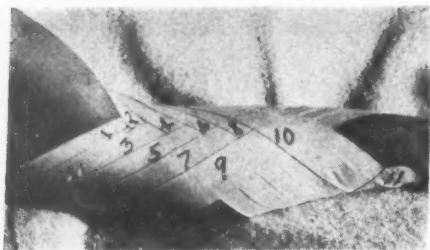
If Performance counts with you, you'll want a preview of the bigger Dandux line.

Send for catalog.



C. R. DANIELS, INC. • Sporting Goods Division • DANIELS, MD.





**Tennis Elbow:** An 11-strap job that furnishes protection and support by limiting the extension of the arm. While the adhesive is being applied, the athlete should keep his elbow in a slightly flexed position, as shown here.

cure rest and freedom from pain in diseases, strains and sprains of the joints.

Practically every injury of bone and muscle, with the exception of fracture, can be cared for by the artful and intelligent application of adhesive plaster. It is applied most frequently to the finger joints, wrist, elbow, shoulder, back, knee, and ankle.

One of its greatest values rests in its use as a protective covering for short periods of time. The edges of small wounds can be brought together, while small blisters, certain skin lesions and some wounds can be covered and protected from contamination.

The most essential and logical requirements in many forms of injury are protection and compression, and no appliance in medicine provides this so adequately as adhesive plaster. Proper compression is one of the most efficient means of preventing the accumulation of fluid that follows injuries to joints.

Direct application of the plaster also produces increased circulation in the skin which contributes to the defense of tissues against infection. It may also serve to support dilated veins, thereby preventing venous stasis, improving the circulation, and increasing muscular tone.

Adhesive strapping may be applied for the purpose of immobilization of a part, to permit more rapid healing, and to alleviate discomfort by the moderate fixation of soft tissues such as muscles, ligaments, fascia, and tendons. These structures can be held in normal or corrective positions which permit only limited movement.

In protecting injured joints, the purpose of adhesive is to prevent component structures of the joint from exceeding normal physiological limits and to provide gentle compression. The relief from pain is often immediate, when adhesive is properly applied. If there is no relief or if the pain increases, it may mean that the strapping was applied in a faulty manner.

Adhesion of the plaster directly to the skin sets up a mild natural massage which assists in restoring normal function. The zinc oxide component of the plaster tends to soften calloused parts such as corns.

**Thumb Support:** A simple modified-figure-8-type strapping for a weakness or dislocation of the thumb. The thumb should be held a little away from the other fingers while the three strips are being applied by the trainer.



The part of the body to which the strapping will be applied must be placed in an over-corrected position so that the injured tissues are not under tension or strain. This position must be maintained throughout the procedure. The strapping will be insecure and loose if placed over clothing or bandages.

A question often raised is whether it is necessary to shave hairy surfaces before applying adhesive plaster.

Bilik stated, "Short or moderately long fine hairs, if not too numerous, actually aid in better fixation of the adhesive. At times it is unwise to shave such parts because of the frequency with which severe irritation or infection of hair follicles results."

Thick growths of long hair should be removed both because they interfere with proper adhesion of the

**Knee Support for torn external lateral ligament.** The knee should be slightly flexed while the strapping is applied.



tape and because of the difficulty in removing the tape without causing considerable discomfort.

The soap used in shaving, and the natural oils of the skin, should be removed with ether or alcohol to prevent poor adhesion of the plaster. A powdered skin also provides a poor surface for adhesion.

Before adhesive plaster is applied, the skin should be painted with tincture of benzoin. This protects and hardens the skin, and also provides a good sticky surface to attach tape to.

Gauze bandaging, if properly applied next to the skin, will frequently protect it from the irritating effects of the adhesive and will also alleviate the necessity of shaving hair or painting with benzoin.

If a small sticky area is provided for attachment of the tape, adhesive can be applied over a covered area and still provide good tension and support.

For convenience and rapidity in routine application, it is best to work directly from the spool of adhesive plaster. Any length can be reeled off, roughly measured by holding it over the surface to be covered, and then torn from the spool in the appropriate length.

With this method there is very little danger of the strips of adhesive tape accidentally sticking together, face to face. Experience has shown that keeping the roll of adhesive plaster in the hand, facilitates the application, and, in most cases, makes the application firmer because stretching already has occurred.

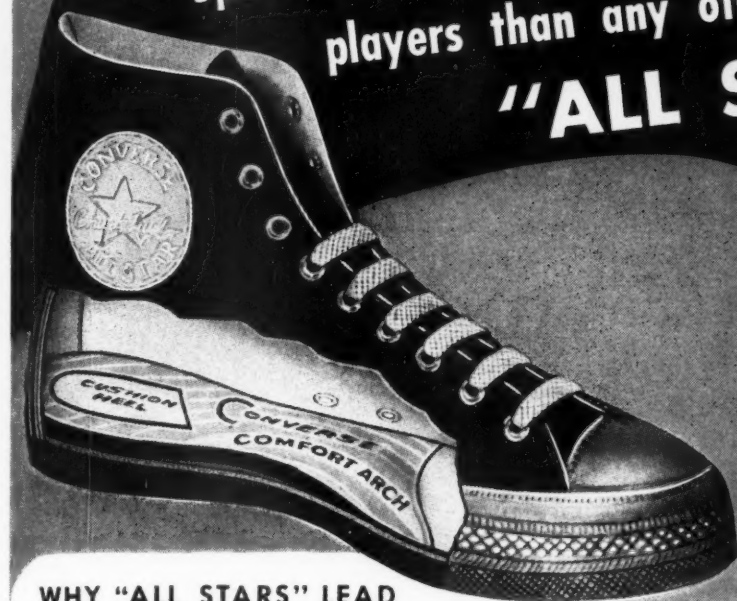
It is also economical to apply the end, unroll from the spool, and measure before cutting. With practice anyone can learn to tear adhesive plaster without the aid of scissors.

This is accomplished by gripping the edge firmly with the thumbs and forefingers of both hands, or just by pressing with the nail of one



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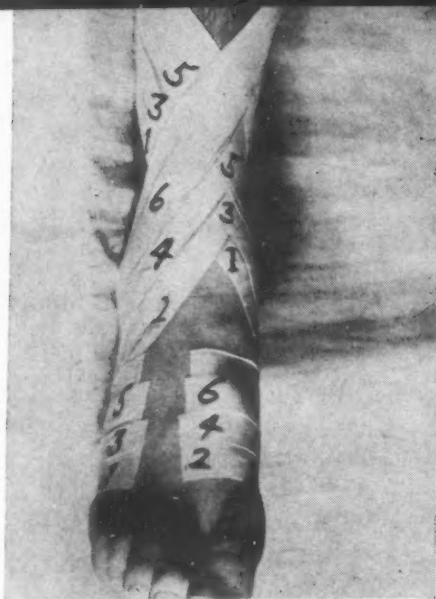


*Seen  
your copy  
of the '47  
Year Book?*

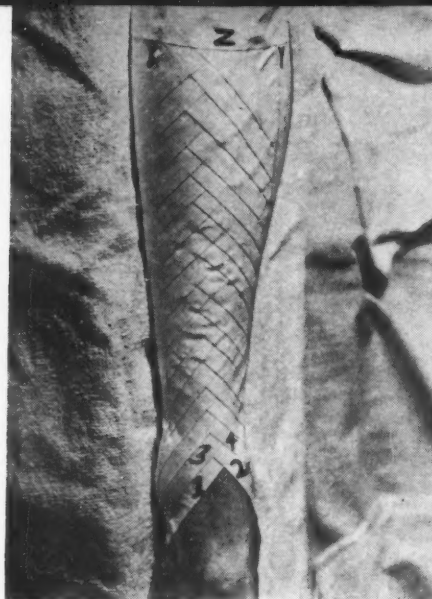
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**BASKETBALL SHOES**

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**Weak Arch and Ankle:** A strong adhesive support for two parts of the leg that are frequently injured in athletics.



**Shin Splints** (tearing of fibers of anterior tibial muscles): Knee and foot are kept in slightly flexed position.

thumb while the strip is held taut, and then ripping across as if it were a piece of cloth.

The type of strapping used in the treatment of injuries is determined by a knowledge of the stresses imposed by the athlete's position, and their relationship to the weakness or injury that exists.

Applying adhesive to an extremity naturally constricts the part to some extent, a procedure not without danger, particularly in inexperienced hands.

To obviate this danger, the strapping must be applied from the tips inward or from below upward. Moreover, while the tape is being applied, any dependent position of the limb must be avoided; the limb should be elevated. Otherwise the whole dressing should be slit after the application has been completed.

One should not overlap strips of adhesive tape in a circular manner across the midline of the dorsum of the foot or across the anterior midline of the leg. The strip may go across in a spiral fashion without constricting blood vessels.

This is of special importance in dealing with a sprain accompanied by swelling, or even in old injuries without swelling.

Adhesive tape should not be placed in direct contact with wounds. It will prevent access of air to the wound and thus favor the growth of potentially dangerous bacteria which develop only in the absence of oxygen. It will also prevent free drainage, an essential requirement in the care of infection.

Adhesive tape, when left on the skin too long, may produce irritation and dermatitis. Blistering will result if the tape is applied over skin stained with iodine.

As for severe sprains of the knee joint, when accompanied by redness and swelling, the immediate application of adhesive plaster dressing is seldom tolerated.

Attention to the following precautions will forefend many of the dangers mentioned:

1. Any space allowed between two strips of adhesive tape will tend to produce a blister; therefore, strips always should overlap.

2. Too light a strapping causes much discomfort and swelling at the untaped tip of the heel.

3. On irregular surfaces, such as joints, narrow strips can be applied in a much neater fashion than wide strips.

4. When waterproofing of adhesive strapping is indicated, it is easily accomplished by painting, after application, with collodion, shellac, or other kinds of varnish.

5. Wherever possible, adhesive strapping should be covered with a neatly applied gauze bandage.

To insure relaxation and to maintain the position of an extremity, it is advisable to use a support while the part is being bandaged. A little wooden four-legged support (horse) is used frequently by trainers to facilitate bandaging of the extremities.

This allows the part to be raised off the table and enables you to place strips of adhesive tape around the extremity without disturbing its position.

In applying adhesive tape, care must be taken to make it fit the surface smoothly, without wrinkles. Snipping the margin at intervals will help to accomplish this. The strips must be applied so that the pressure and support will be supplied where needed the most.

If it is necessary to apply adhesive plaster over bony prominences, such parts should be protected. Adhesive plaster should not be applied too tightly over fleshy parts where its edges are likely to cut into the tissues.

When perpendicular strips are applied to a fleshy part which gradually increases in circumference from below upward, care must be taken to avoid too much traction on the upper edge of the strip.

1. A primary use of adhesive is to pull something into place and then hold it there—as illustrated by traction. A secondary use is to hold something in place—as a protective covering for dressings.

2. Protect or shave the hairy regions such as the chest or the crotch. The nipples should be covered with cotton or gauze. Pad or avoid bony ridges such as the ankle bones, hip edges (crest of the ilium), tip of the shoulder, elbow, and the wrist. This will avoid friction and irritation.

Protective padding may be supplied through the use of gauze, sponge rubber, felt or similar material.

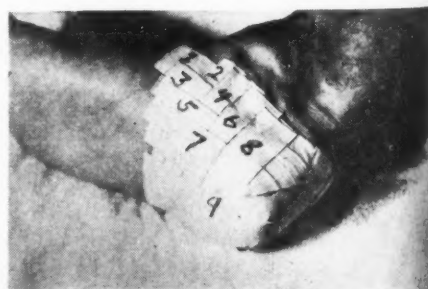
3. Intended purpose — strive to favor relaxation of the tissues. Comfort is not only an aim in applying adhesive strapping but is a good criterion of its efficiency. Before applying adhesive, know the position of the part at the time the injury occurred. The part must be placed and held in an over-corrected position while applying the strapping.

After strapping, if movement of the part causes undue tension and pain, it indicates that the strapping

(Continued on page 39)



**Flat Weak Foot and Arch (top) and Heel (bottom).** In latter strapping, for stone bruise, foot is kept in plantar flexion.





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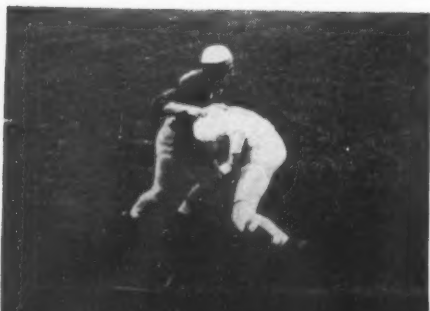
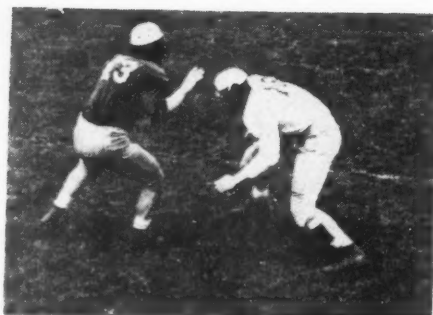
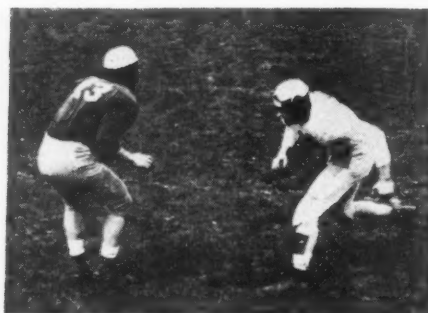
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**Keep eyes on target, run  
fast, come up close before showing**



# DOWNFIELD BLOCKING

**By Dana C. McLendon**

In his ten years of football coaching, Dana C. McLendon of Albany, Ga., has turned out four undefeated and untied teams, three state and six conference winners.

**T**HE best things in life are *not* free. They usually are hard bought. That goes double for downfield blocking. The art of dumping the secondary pays probably the biggest dividends in football. But it requires the most arduous application to teach.

Knut Rockne is generally credited with developing the potentialities of this technique. Each Rockne play was designed for a touchdown. This idea has become the controlling factor in the modern game.

There is nothing particularly difficult about teaching the art. The chief difficulty lies in getting players to *want* to block.

Since speed is the predominant quality of downfield blocking, all our drills are designed to develop it. We give our players lots of wind sprints covering anywhere from 10 to 50 yards. In addition, each practice is concluded with relay races the length of the field, using footballs as batons.

During these drills, we correct faults such as running on the sides of the feet instead of the toes, low knee action, incorrect position of arms and elbows, "crow flapping," and insufficient leg spread. Good balance and good form are continually stressed.

Before a player can effectively block downfield, he must master certain essentials of close-line blocking. Speed, correct stance, balance, coordination, correct execution, follow-through, aggressiveness, and poise are the vital components of good close-line blocking.

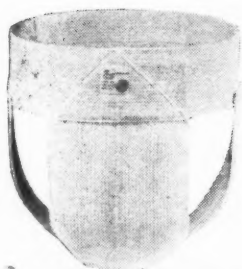
We first teach our boys a correct stance. We use the three-point for linemen, and the semi-upright for backs. The next step is a quick start, without telegraphing or loss of motion. We try to get our players to take off like "scalded cats."

By way of illustration, here's the method we use with running guards: From a good comfortable stance, *take off* by stepping with the foot nearest the opponent. Make this a short step, about 18 inches.

At the same time, whip the elbow around vigorously to help pull parallel to the line of scrimmage. As you cross-step with the left foot (when going right), keep the chest low and forward, almost over the right foot.

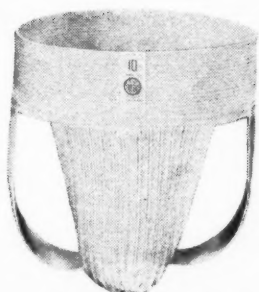
We have our guards first practice the initial step and elbow whip, then add the cross-step.

This take-off or pull-out flows into the *approach*, which is made



**OLD FAVORITE BIKE "STRAP" SUPPORT**

Woven all-elastic pouch gives extra support, is roomy and free from binding. 1 1/4" leg bands. 3-inch waistband has special form-fitting seam construction. Sturdy, long-lasting, extra comfortable.



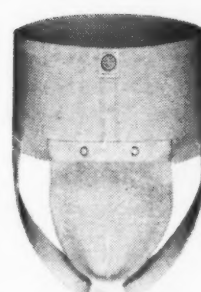
**FAMOUS BIKE #10 SUPPORT**

Pouch of knitted cotton and rayon, sewn to waistband by special method allowing full lateral stretch of band at seam. Softer, more flexible pouch. Edges selvaged to eliminate rolling and curling. 3-inch waistband, 1 1/4" leg bands.



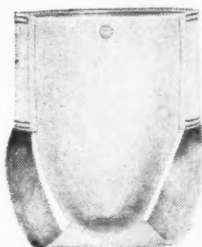
**DEPENDABLE BIKE #86 SUPPORT**

All-elastic throughout. 6-inch waistband. Woven, all-elastic pouch is deep, roomy, comfortable and is in one piece 6 inches wide. All-elastic leg straps 1 1/4" wide.



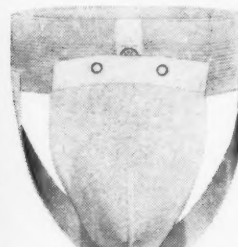
**IMPROVED BIKE #54 CUP SUPPORT**

Same as new #53 except that it has a 6-inch waistband for greater support. Two-inch selvage edge at top prevents curling of waistband. Three sizes—small, medium, large.



**WELL-KNOWN B-6 SUPPORT**

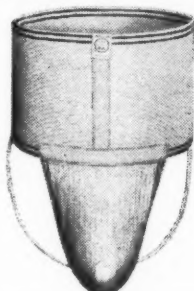
Sturdy leno weave cotton webbing. 6 3/4" waistband for extra support to back and abdomen. Pouch on small size is 6 inches wide. Medium and large sizes have 9-inch pouch.



**IMPROVED BIKE #53 CUP SUPPORT**

New 3" all-elastic waistband holds cup in proper position for maximum protection. Wide selvage edge top of waistband resists rolling, curling. Knit cotton pouch, plaited with rayon.

# A Bike Support for every sport



**NEW, WIDE BAND BIKE #86 SUPPORT**

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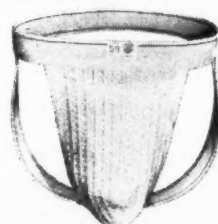


**BIKE #50 CUP**

**BIKE #48 RUBBER CUSHION FOR CUP**

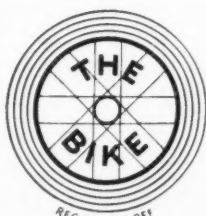
Soft, resilient rubber "tire" absorbs and cushions direct blows. Fits snugly but is removable. Fits all standard cups.

Tough, featherweight, ventilated plastic cup provides maximum protection in all rugged, body contact sport.



**FAMOUS BIKE #50 SWIM SUPPORT**

Featherweight. Woven elastic pouch of soft cotton and rayon. Special construction sheds water, dries quickly, perfect for swimming. Pouch allows full longitudinal stretch, considerable lateral stretch. 1 1/4" waistband, 1 1/4" leg bands.

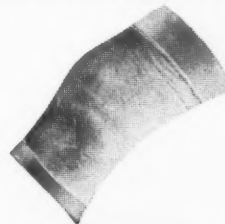


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The C. B. DOLGE CO. Westport, Connecticut

from a low position with the tail down, head up, feet well spread, body well forward, elbows close in and working like those of a sprinter (for momentum), and running with short choppy steps at top speed.

If the guard turns upfield, he dips his inside hand and shoulder so that he may make a sharper turn without loss of balance.

Contact is taught in the following manner: Keep your eyes on the target; come up close enough to the opponent to bite him before showing.

The instant before contact, execute a knee dip, without ducking the head or shoulders, to facilitate body control and get under the opponent's hands. Then drive forward and up. Establish contact close to your ear with the arms extended to furnish additional blocking surface.

We try to implant the idea that the body should be aimed at the opponent; hence the necessity of keeping the eyes on the opponent. Ducking the head, flinching or closing the eyes, will ruin the block. All the movements must be continuous with no break or delay in the pull-out, approach, contact, and block.

Summing up: During the execution of the block, it is essential to keep the feet well spread, tail down, head up, and arm extended to form a pocket with the head, neck and shoulder. The follow-through should be made with aggressive leg action. If the blocker raises up during any part of the block, he will slow down his speed and destroy his power.

Before beginning live-bait practice, we attempt to perfect the boys' form on upright dummies. This cuts down injuries, instills confidence, and enables the boys to develop faster. We give our tackles, ends and backs the same drills as our guards.

In one drill the boys work in pairs, one holding the dummy to give it weight while the other blocks.

The approach is usually from three to five yards, from a lineman's or back's stance. We want the player to block hard enough to knock the dummy-holder down. The boys practice driving into the dummy from all angles, making their approach from distances at which they would normally find an opponent in a game.

By using only two or three players to a dummy, the time spent waiting in line is reduced to a minimum. The players also practice the running shoulder and body blocks on a sled device.

We have already discussed our method of teaching the running shoulder block. Our body block is

more or less a continuation of the running shoulder block. The player approaches his opponent giving every indication that he plans to use a shoulder block.

Contact is made with the shoulder by whipping the body parallel to the opponent and crabbing through into a body block. The blocker attempts to knock down the opponent and then regain his feet in order to go for another opponent.

On some body blocks, the shoulder is driven into the opponent's middle, with the head sliding to one side so that the opponent is hit with a pocket made by the side and leg. To do this effectively, it is necessary to let the shoulder relax after making contact and slide on past the opponent in order to get body surface into the block.

The idea of hitting with the shoulder first is to get close to the opponent, since most blocks are missed or ineffectually applied because the blocker "shows" too soon or leaves his feet too soon. We do not use the "roll block" since it is too easily evaded.

### DRILL PROGRAM

We also use the following drills, usually during early season practice:

1. Player blocks dummy and ball-carrier cuts away, keeping the blocker's body and head between him and the dummy.

2. Player body blocks one dummy, regains his feet, and goes for second, third or fourth dummy. The idea is to get the players conscious of the fact that when they have executed one block they have not done all that is expected of them.

3. A variation of number two is achieved by placing rows of dummies in parallel lines with columns of players facing them. At the signal, the players "body block first, shoulder block second dummy, etc."

After good form is achieved on the dummies, we begin live-bait practice by lining up the players in two columns facing each other. The lines alternate as blockers. The bait approaches at different angles at about half or three-quarters speed. When hit, they release their cleats and go down to avoid injury.

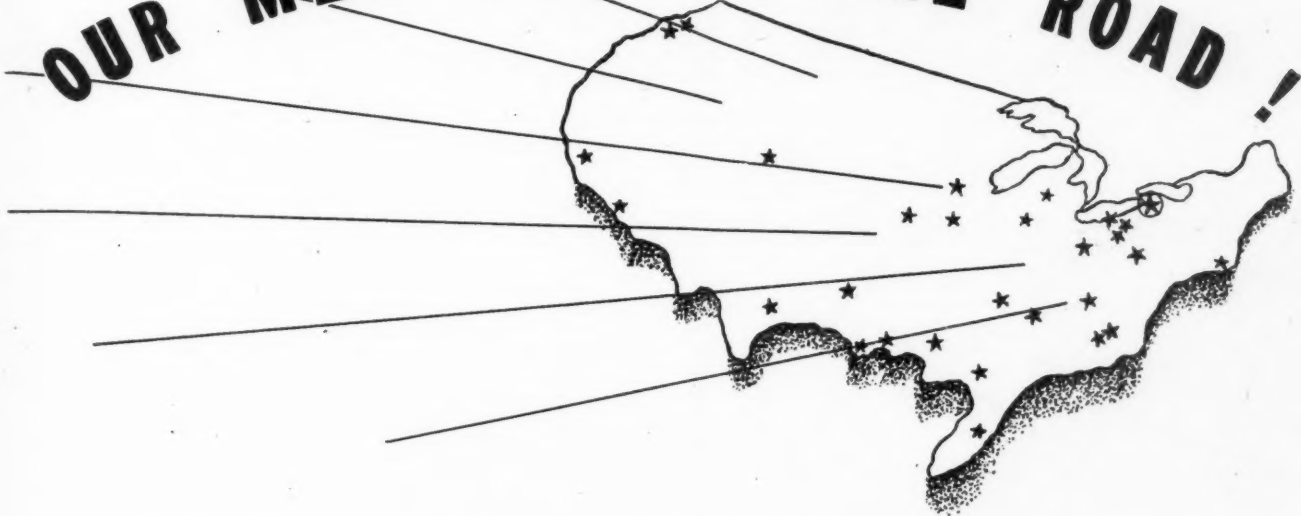
We try to teach the players proper execution and give them confidence before the tempo is accelerated.

The following drill has effectively helped us get over the importance of downfield blocking and the necessity of each player carrying out not only his primary assignment but

(Continued on page 51)



# OUR MEN ARE ON THE ROAD!



## OUR REPRESENTATIVE WILL BE CALLING ON YOU SOON TO DISCUSS YOUR EQUIPMENT RECONDITIONING NEEDS FOR THE COMING SEASON.

When MARBA'S representative does call on you, please "lend an ear" to what he has to say. He will explain to you exactly why you should make your plans NOW for the reconditioning of all your equipment as soon as the season is over. Football Gear and other equip-

ment become easy prey to mildew and moths. Mud and dirt starts rotting and deteriorates equipment when it is not in use. Take our representative's sound advice and plan ahead to have MARBA recondition your equipment immediately at the end of the playing season.

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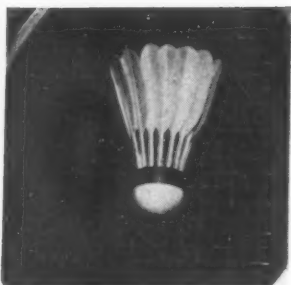
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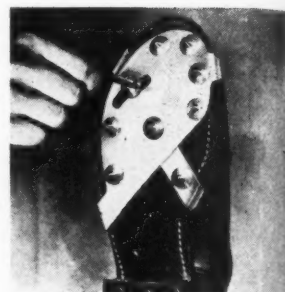
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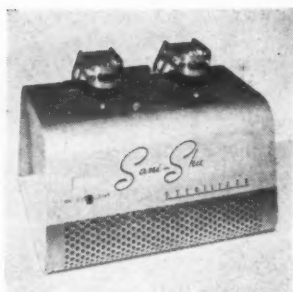


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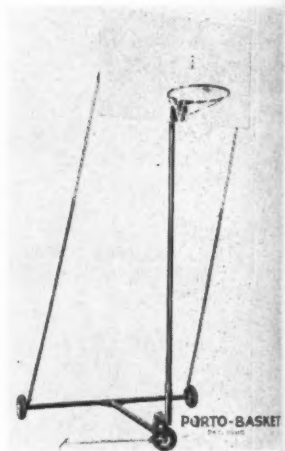


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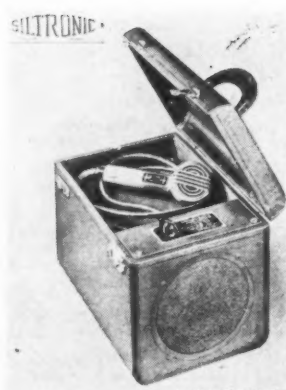


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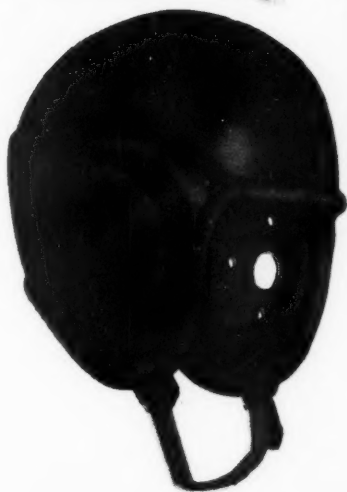
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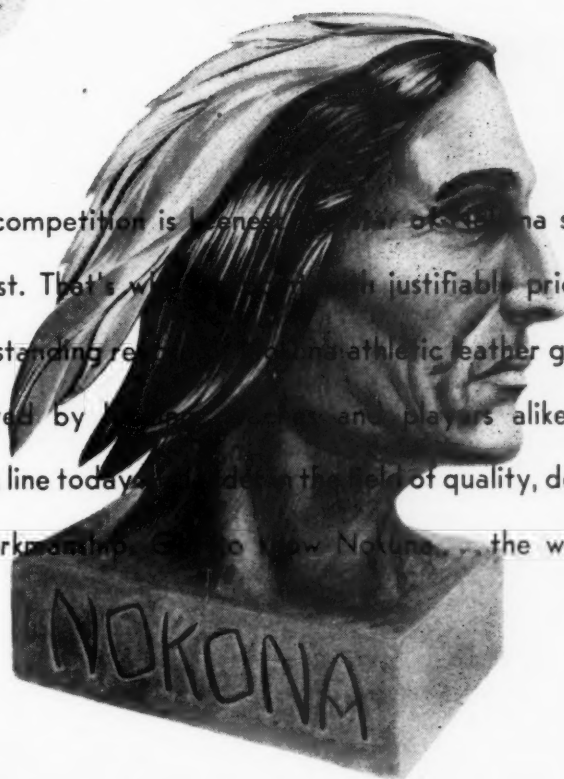
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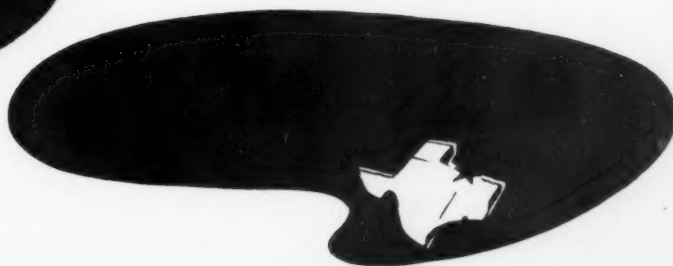
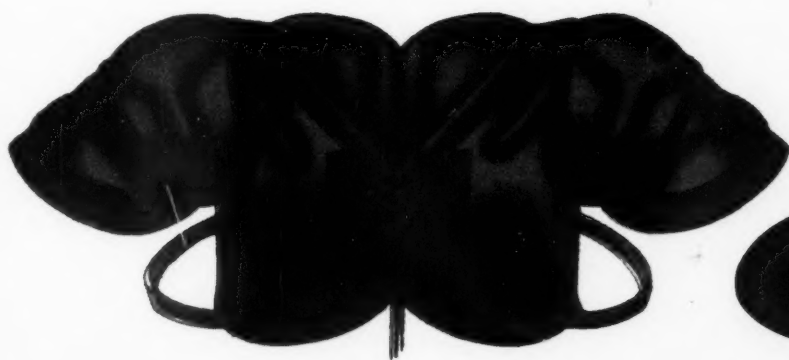
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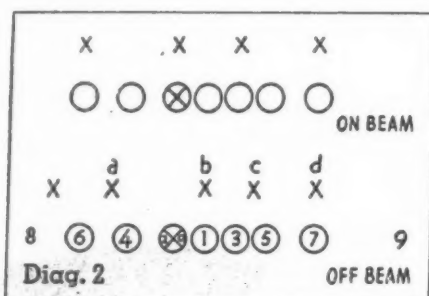
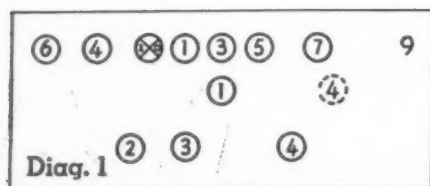
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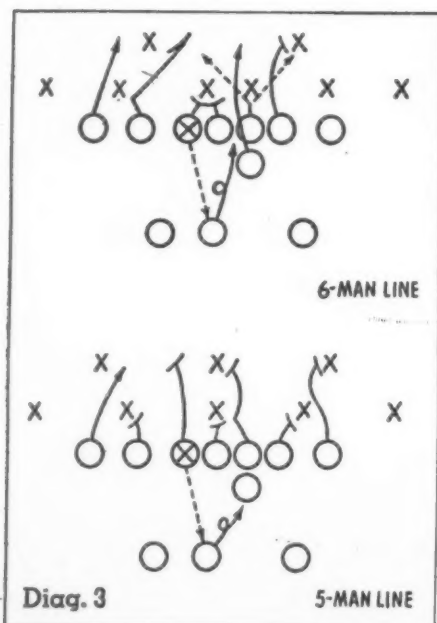
 SEVERAL years ago when shifting defenses were sowing an epidemic of migraine headaches, the offensive geniuses among the coaching brethren hatched an impressive array of antidotes.

As with most counteractives of sudden concoction, however, the recommended panaceas were not only short in theory but short in practicality as well.

After a few unsatisfactory experiences with the advocated panaceas, I set out to formulate my own solution. By mixing a healthy portion of midnight oil with the right proportions of o's and x's, I compounded what I believed was a winning formula.

Then came a new flood of defenses, such as the criss-crossing of linemen, sprawling to clog the area between the tackles, looping lines, and the over- and under-shifted backers and tertiary.

Although these twists raised some problems, I found my basic blocking principles still successful.



## Combination Jig Offense

However, my peace of mind was of short duration. The current craze for multiple-purpose offenses came along; and now I had to devise an attack fundamentally sound which would permit the backs and linemen still greater flexibility and which would embrace two or three systems, including tight and loose lines, any of several men in motion, volition forward pass reception, optional blocking assignments, unrehearsed choice plays, and mouse-trapping by any one of nine players—all this without bewildering the players.

And that's how the Combination Jig Offense was born. This offense has solved many fundamental problems for me and has stimulated my squad into taking an even more lively interest in the game.

Technically the system derives its name from the dictionary definition of a jig: "A contrivance that guides the tools when more than one operation is performed on the work." This definition of a machine tool is amazingly applicable to almost any football machine, and in particular to the c.j. offense.

For practical operating purposes, the "contrivance" consists of digesting three or four general principles. Before someone shouts, "Too complicated!", let me add that this system can be taught to 90% of any squad at one sitting.

The c.j. is primarily based upon a definite numbering of offensive players and holes (Diag. 1), and the use of the team principle in blocking assignments (Diag. 2).

The holes fall on the outside hip of the players. Here are the directives for the system:

1. The first number of a play series represents the back who first receives the ball.

2. The second number is the exact hole the ball-carrier will hit, such as 33 or 39. We hit the right hip on odd numbers and the left hip on even numbers.

3. For all reverses and multiple ball-handling, a dash, with a slight hesitation, is used after the first number, such as 2-36 or 3-48.

4. The normal position of the No. 4 back is about evenly divided between the regular single wing and

the position he would ordinarily take in a T.

We use the "beam" blocking principle in preference to the more popular "seam," for two reasons:

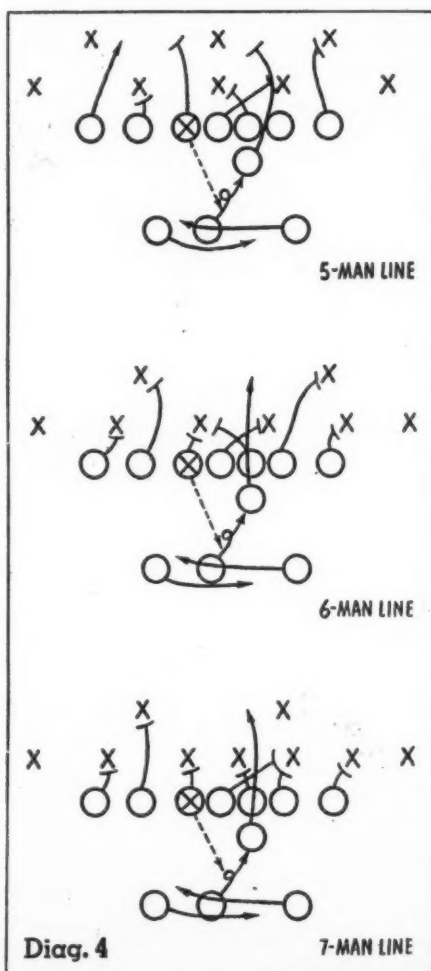
First, "on the beam" is recognized as something being straight or in line with something else. Hence it is easy for the players to know which opponents to block.

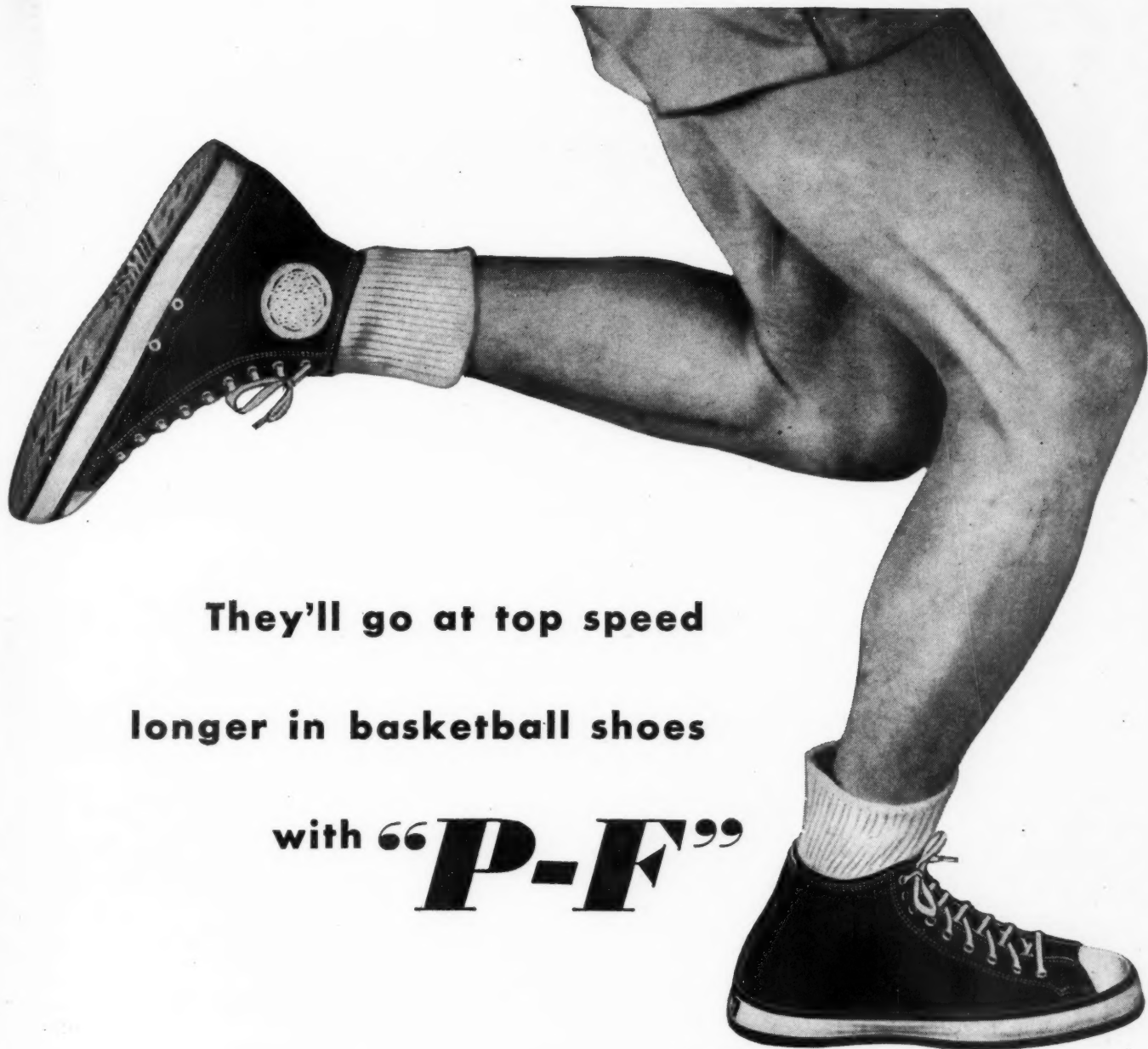
Second, the defense is more frequently found on a "beam" than in a "seam." The boys block in or out near the hole, depending on the play number.

Diag. 2 (top) shows the defensive players on the beam. The offensive linemen immediately know whom to block, since they are instructed to block in or out near the hole.

The lower diagram shows defensive players "a" and "c" off the beam.

Let us suppose that a 3 play has been called. Linemen No. 3 sees that





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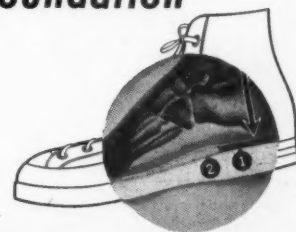
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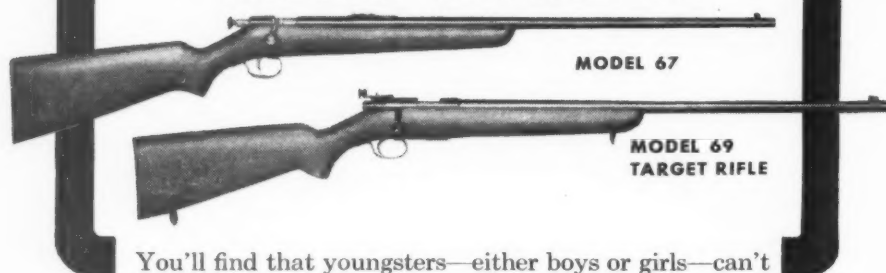
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defensive player "b" is on No. 1's beam and will be blocked by him. At the same time he can see that player "c" is not on No. 5's beam. Therefore he must block him out, away from the hole.

In adherence to the first principle, I give my boys the following instructions: "On mouse-traps through your position, check the man on or near your beam and get the line-backer nearest you."

We use the same principle on any play in which our linemen find they have no one special to block (as in **Diag. 2**, bottom) in the line. This principle is used frequently against a six-man line and almost every time against a five.

Because of the large number of possible plays in the c.j. offense, we sometimes find two players trying to block the same close line-backer, especially the middle one in a three-man backer-up setup.

Some men may think this is a waste of manpower. But we have found this "clean-up" principle valuable, many times preventing the carrier from being tackled on the scrimmage line.

Although **Diags. 1** and **2** illustrate the crux of the c.j., the following are also integral parts of it: (1) Mouse-trap principles; (2) criss-cross principle; (3) double-teaming principle.

**Traps.** "On traps through your number, check the man in front of you, then get the nearest backer." **Diag. 3** shows this principle against six- and five-man lines.

**Criss-cross** blocking is one of the outstanding features of the c.j. Whatever play number is called, the player and the next highest numbered man on his side block in criss-cross fashion, the highest number crossing in front.

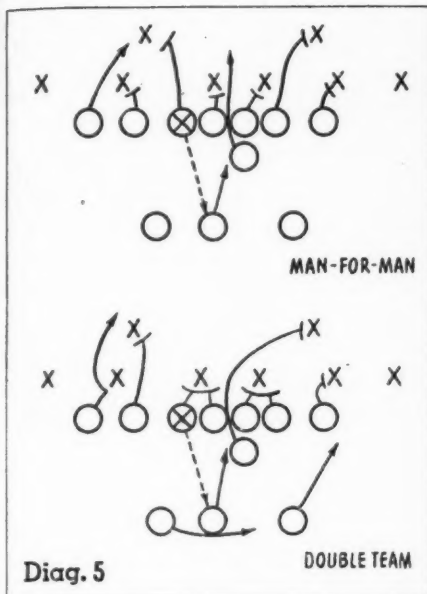
This type of block works in effectively with mouse-trap and spin plays. Coaches who believe the angle of a block is of paramount importance will not hesitate to put nearly all their eggs in the criss-cross basket.

Such an offensive principle not only affords good angle blocking at the point of attack, but it also permits extensive use of Nos. 2 and 4 backs as men in motion, flankers, and spin deceptors.

**Diag. 4** shows the criss-cross theory against 5-, 6-, and 7-man lines. While a team's play repertoire may not include these specific set-ups, the coach who uses c.j. principles can expect a well-executed performance without previous rehearsal of the play.

**Double-teaming.** On straight plunges into the line, we use double-team blocking at the spot





being hit. Some coaches may demur at so much 2-on-1 blocking, but such blocking is valuable in short-yardage situations and against clogged lines near the goal.

Diag. 5 shows the c.j. in action on plunges without and with the double-teaming principle.

Here are some additional possibilities afforded by the c.j. which do not impose too much additional load on the boys and which do not diminish the effectiveness of the play.

1. No. 4 back may be used as a flanker. If he is ignored by the defense, you may throw out to him. He may then run or pass to anyone in a designated zone. As a flanker, he also has a beautiful blocking angle on the defensive end or backer on end runs.

No. 2 back may flank to either side or be in motion right or left.

3. If the spin series is desired from the 31 play, No. 3 can fake to 2 or 4, or both. While he is spinning to one, the other can be in motion or flank.

4. If a trap is desired with the spin, either 1 or 4, or any of the removed linemen, may do the trapping.

5. With the c.j. system of line play, T plays may be run without advance preparation on blocking assignments.

6. In the c.j. system, unlike many single wings, the fullback and left half can hit through all the 0 to 5 holes with confidence and effectiveness.

7. If you wish to use the left half instead of the fullback in any of the accompanying setups, merely call play 21 instead of 31, etc.

Seymour L. Murphy is now in his third season as head football coach at Monroe (Mich.) High School.

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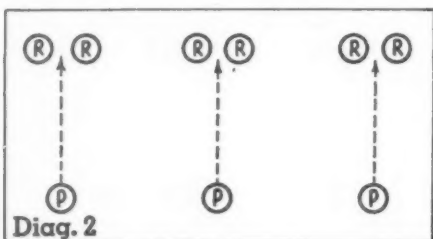
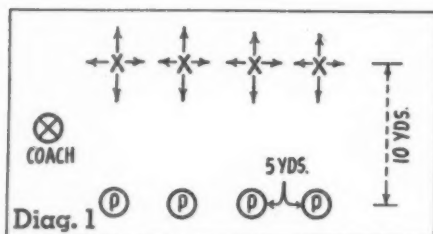
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# Dick Harlow's Defense



WHILE Dick Harlow spends a lot of time on defense in general, his long suit is pass defense. Year in and year out, Harvard ranks with the leaders in pass interceptions and in low total yardage on opposing completions.

Diagram 1 outlines a typical Harvard pass-defense drill for backs and centers, which Harlow described in his lectures at the Eastern Pennsylvania Coaches Assn. Coaching School.

The passers and defenders set up in two lines, 10 yards apart, with the coach at the side. Each passer is given a ball, while the backs line up in a semi-crouch with the feet spread and the weight on the balls of the feet.

At the coach's command of "Front!", "Back!", "Right!", or "Left!", the backs slide fast without crossing feet. When the coach yells "Jump!", the passers throw the ball high. This drill develops leg spring and serves as a good conditioner as well.

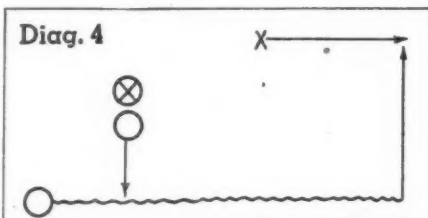
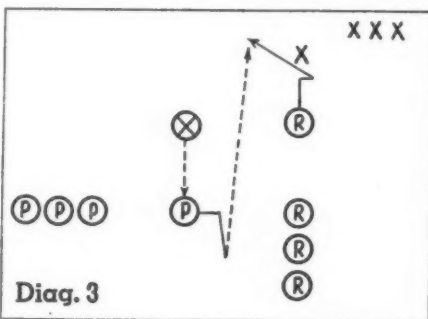
Diagram 2 illustrates the Harvard scramble drill. The receivers line up in pairs, side by side, wearing head-gears and pads. The passers throw and the receivers scramble for the catch.

Reported by

**FLOYD B. SCHWARTZWALDER**  
Coach, Muhlenberg College

Diagram 3 outlines a pass drill for receivers and defenders. Each receiver, before his turn, tells the passer how he will run. He may employ any stunt he thinks will work.

Diagram 4 furnishes a little practice in covering a T flanker. The defensive man keeps three yards ahead of the motion man and favors his outside shoulder, unless the motion man cuts very close to the sideline. The defender is taught to keep



his eyes on both the receiver and the passer. He takes care never to tangle his legs and is prepared for all stunts. He watches the receiver for tip-offs, and plays for interception when the ball is in the air.

In Harvard's team drills, every man in the secondary goes for the ball soon as it is thrown.

Pointers on receiver stunts (escapes):

**Hook**—pick a spot eight to ten yards downfield. Run at top speed to create the impression you are going deep. Brake on one step only. For right turn, stop on left leg; for left turn, stop on right leg. Get eyes around fast and regain balance quickly.

**Hook and Go**—After hooking, swing wide in direction opposite the turn. This permits the fastest possible escape from the defensive man. Reach back, with thumbs in, to receive these passes. This facilitates the catch and enables the

body to serve as a screen (puts body between ball and defender).

**Fake In and Go Out**—Tell the passer the number of yards you are going downfield. Upon reaching that spot, hit on inside leg and lean well to the inside with full body; then change direction. A mere head fake will not suffice, unless you intend continuing in same direction. Remember, the defenders anticipate a head fake and change of direction.

**Pass Defenses.** Harlow, against the single-wing offense, uses two defensive setups for his secondary and two setups for his line. The defenses, while separate units, are interchangeable.

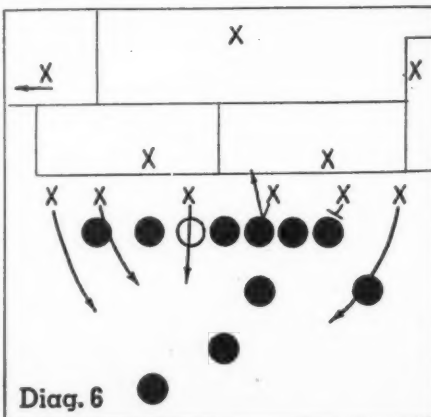
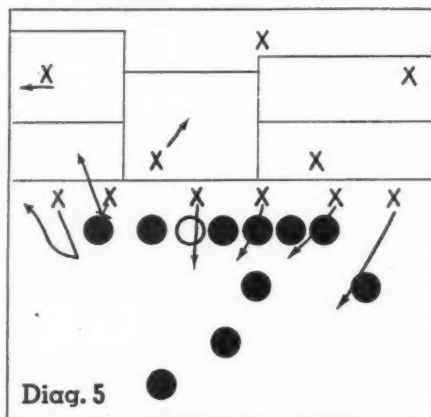
The defensive center usually calls the secondary signal, while the smartest lineman relays the line signal. These signals are called while the offensive team is huddling. The first man to diagnose the play as a pass yells to tip everyone off; then all men pick up the yell.

Diagram 5 outlines Harvard's S-1 defense against a single wing.

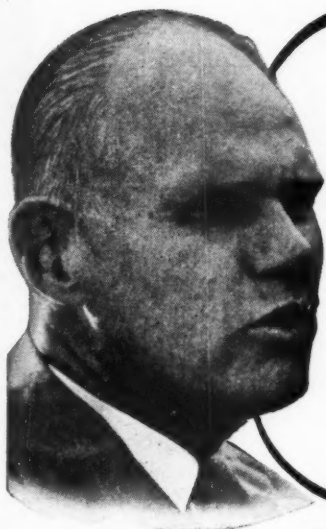
The right end takes two steps in and floats to the outside on passes. The right tackle shivers the end and drops straight back on passes. The rest of the line smashes in to rush the pass or stop a run.

The defensive center backs to the inside to cover the middle, while the full covers the first man going into the flat.

No matter where the play goes, the right half always takes a step to the outside so that he won't be



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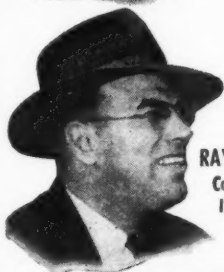


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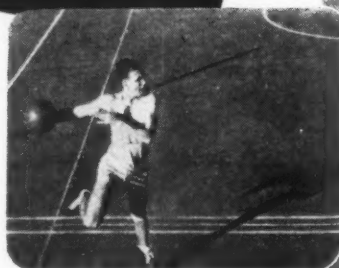
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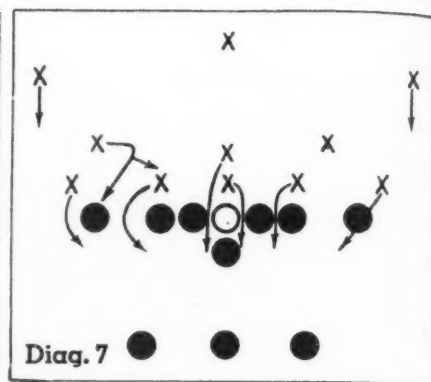
BALL-HANDLING  
IN BASKETBALL



SHOOTING IN  
BASKETBALL



DEFENSIVE FOOT-  
WORK IN BASKETBALL



a sucker for sharp hooks by the offensive left end or get caught on crosses from the strong side.

The left half takes the second and deeper man in the flat, while the safety takes the deepest or third man on the strong side.

Diag. 6 shows the Harvard S-2 defense against a single wing. The line now leaves the short flat uncovered.

The right end and tackle smash in with the right guard and left end. The defensive left guard hits to control the inside tackle, then, after diagnosing the play as a pass, drops straight back.

The defensive left tackle drives over the end to check him in the line, while the left end tries to mess up the wingback.

The defensive center and full cover their immediate zones, dropping straight back and looking for receivers entering their territory. The right half plays the same as in the first defense, normally covering the offensive left end.

The left half now takes the first man in the flat, while the safety takes the second or deep man on his side (usually of the end-wing-back combination).

The center and fullback and the right half and left half work in teams against opponents crossing over. If a man starts to cross over a zone, the defender yells and covers him. If his buddy yells, too, they drop back and exchange men, staying on their original sides.

**T Defenses.** Harlow next delved into his defense against the T, starting with his 5-3-2-1 with variations. Diag. 7 delineates his T-1 defense.

The halfbacks and the safety set up eight to 12 yards back, depending on the tactical situation. The corner (outside) backers-up deploy three to four yards back, while the middle backer sets up two to three yards back. The latter normally calls the slide.

The right end assumes outside responsibility, while the right tackle loops and plays territory. The right line-backer moves in as the ball is



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20 NORTH WACKER DRIVE

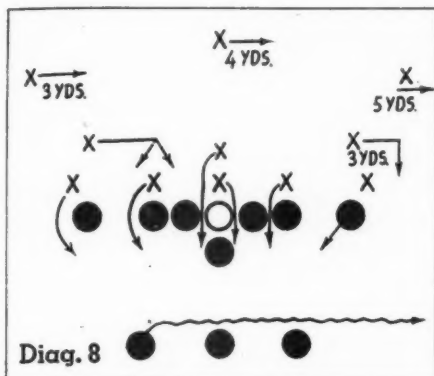
CHICAGO 6, ILLINOIS

snapped and backs up the tackle either inside or outside.

The middle backer-up drives to the center's right, staying low and hitting with his shoulders with good leg drive. He penetrates one yard and goes for the ball.

The guard playing in front of the center, slides left and drives over the inside shoulder of the offensive right guard. The left tackle takes a slight step right to plant his right leg for driving power, then drives over the inside shoulder of the offensive right tackle.

The left end assumes more inside than outside responsibility, smacking over the outside shoulder of the offensive right end.



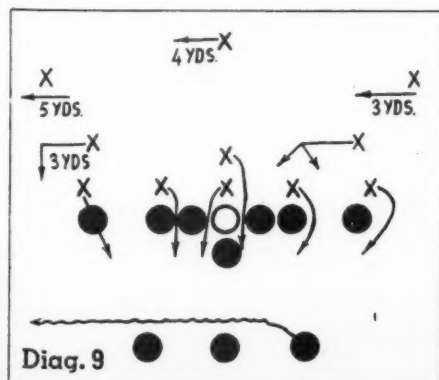
The left backer-up is responsible for support inside and outside of his end. The halfbacks come up fast on the outside for flank plays, with the safety reinforcing them, inside or outside, as the play develops.

If the offense sends a man in motion to the right, the following changes are made in the defense (Diag. 8):

The three deep men move over three to five yards in the direction of the motion. The left backer widens up a couple of yards and assumes the major outside responsibility.

The defensive left end now smashes directly over the offensive right end to blunt his penetration into the secondary on pass plays, then assumes full inside responsibility.

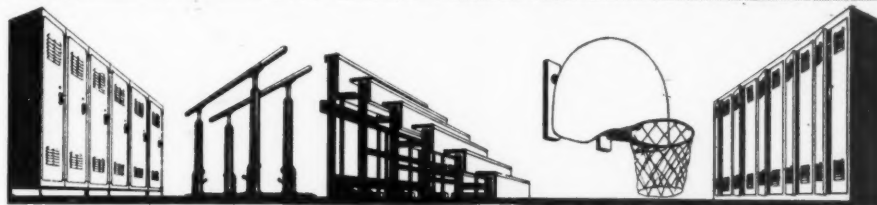
Since the left backer has moved



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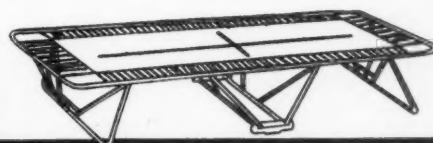
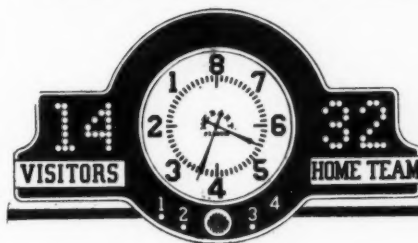
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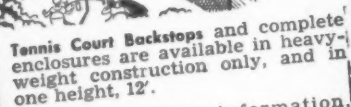
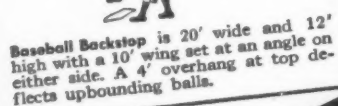
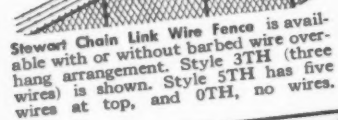


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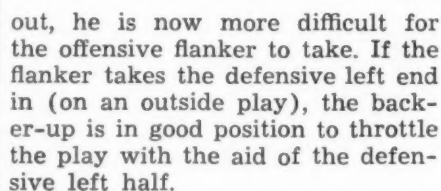
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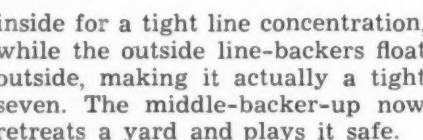
The left half covers the motion man, with the safety taking the right end, and the right half taking the left end, if they enter their zones. Otherwise the players cross over, as in the single-wing defense.

The linemen help on pass defense, not only by rushing the passer but by tackling any back coming over their territory. If they can't tackle him, they delay him or change his course with a good straight-arm shiver.

If the motion is to the left, the players automatically slide in the opposite direction, as shown in **Diag. 9**.

**Diag. 10** offers another variation on the same defense. Harlow's idea is to hocus-pocus the offense by throwing the defense into unexpected spots, thus disorganizing the opponents' nicely arranged assignments and plays.

The tackles and ends now loop

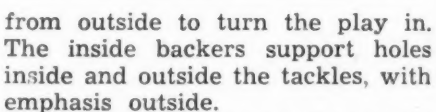


The deep secondary make compensations when the offense sends men in motion; otherwise they remain the same.

**Diag. 11** outlines Harlow's 5-4-2

defense against the T on running plays.

The line converges to the inside, while the outside backers-up (who are 2½ to 3 yards back) play as ends on wide plays, coming up



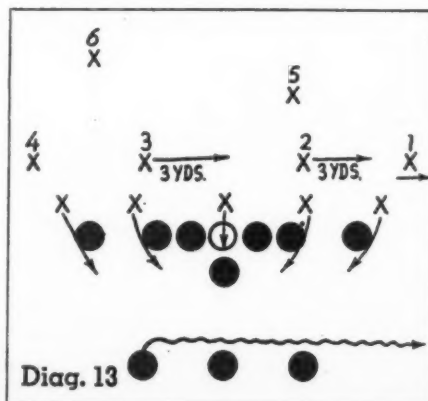
On pass plays, the 5-4-2 becomes pretty much a zone (**Diag. 12**). If the passer floats to his right, the middle backers play as shown. If he floats left, they make their moves in the opposite direction.

The No. 3 backer covers passes deep in the middle that split 5 and 6. The defensive secondary watch the passer's right hand and left foot for tip-offs as to the direction of the throw, then play the ball aggressively as it is released.

Against a man in motion, the 5-4-2 operates as shown in **Diag. 13**. No. 1 now covers the motion man, dropping off slightly. Nos. 2 and 3 slide over three yards toward the motion man, while 4, 5 and 6 stay put.

Note how the defensive linemen hammer through the offensive forward wall and converge on the passer. The middle man always goes straight over the offensive center.

In his report next month, Mr. Schwartzwalder will cover the mechanics of Dick Harlow's famous single-wing offense.





## "Taping"

(Continued from page 22)

has been applied incorrectly for its intended purpose.

The adhesive portion of the plaster is soluble by any solvent of rubber, such as gasoline, benzine, chloroform, ether, ethyl acetate, or carbon tetrachloride.

None of these meets the optimal requirements of safety and economy. All of the substances named, with the exception of carbon tetrachloride, present definite fire hazards. Some are irritating to the eyes, nose, and throat; and others have explosive tendencies.

Carbon tetrachloride is the most expensive but it is not inflammable and is best known as a standard fire-extinguisher fluid. It is the also the chief ingredient of some of the well-known cleaning fluids on the market.

The death of two football players and the serious burning of several others as a result of a gasoline explosion at a prominent university, should emphasize the need for knowing the correct method for removal of adhesive tape.

### REMOVAL OF ADHESIVE TAPE

Everyone realizes that it is painful to turn up one edge of the adhesive tape and to jerk it suddenly away from the skin. This may pull out the hair and even remove part of the skin, and thus provide an opportunity for infection.

Various methods for removing adhesive tape are recommended. One method is simply to peel the tape back from the skin. If the skin is smooth or has only a sparse growth of hair, the adhesive strapping should be stripped off with a snap-like motion, to avoid the prolonged agony of so-called careful removal.

One corner of the tape is grasped firmly. With the other hand, the skin is tightened under the adhesive strapping, and the tape is stripped off with a steady, sweeping pull in a line parallel to the skin—not perpendicular to it.

This method minimizes the danger of removing part of the skin and is far less painful than it appears to be. Those who have experienced it prefer it to any of the more deliberate methods.

Another method of removal recommended is the application of benzine or ether to the strip of adhesive tape. After it has soaked through the linen, the strip is removed. Edges or patches left after

(Concluded on page 53)

# TRAINING TOOLS—

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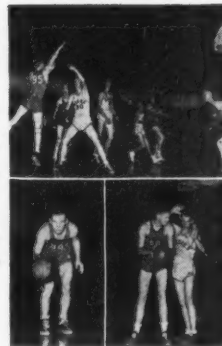
Individual and team offense and defense, styles of play, and drills are presented and analyzed under the expert direction of Coach Iba.

Cost of each subject, complete: \$150.00.


Rental of each subject: Daily: \$12.50;

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(Rental may be applied toward purchase).



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**"A** RIFLE CLUB? Sure, it's a nice idea. But I'm afraid I'll have to say no. Suppose someone gets shot?"

That's the usual answer when a somewhat shy but enthusiastic teenager queries, "Could we have a rifle club? Washington High has one."

A bolder student might embarrass his principal by continuing, "Then how come Washington High has a rifle club—and has had one for 12 years? Doesn't their principal care about students getting shot?"

Principal Downs cares very much. So do the 600-odd other principals of schools sponsoring rifle clubs today.

That's why they have rifle clubs—to prevent youngsters from getting shot. They know the best way to prevent tragic accidents is to teach a boy to handle a firearm properly, in complete safety to himself and to everyone around him.

They also know the traditional fascination of guns, the inherent pride in every American, no matter how far removed from his pioneer forebears, in being able to shoot straight and true. A feeling so deep-rooted that our jealously guarded Constitutional rights include "the

## How to start a

# RIFLE CLUB

By C. R. ROGERS

C. R. Rogers is the dynamic director of the Junior Club Section of the National Rifle Association, who has done as much as any man to stimulate the sport of riflery in the nation's schools.

right of the citizens to bear arms shall not be infringed."

Keep an American boy or man away from a gun? It can't be done.

Check your senior class boys. Are there ten who haven't, at some time, handled a loaded gun? And how many in the class will reach their 25th birthday without glancing down a blue-steel barrel?

From those who will do so without any preparation, without supervised instruction, will come your firearms accidents.

The figures bear this out. About 2,500 serious shooting accidents occur every year. But not one ever involves a trained shooter!

Teen-agers? Since 1926, when the National Rifle Association junior program began, exactly 1,290,282 boys and girls under 19 years of age have become qualified riflemen. Not a single firearms accident, however slight, has occurred to these youngsters in those 21 years.

Nor has the NRA, in tracing the sundry press-reported firearms accidents, ever found one of these juniors involved in such an accident in later life. The safety lessons, once learned, stick.

Nobody will ever know how many lives have been saved by this training. In keeping with the function of education, which is to prepare children to cope with the

problems they will face in later life, an extra-curricular activity like riflery equips the student with an activity he will be able to enjoy all his life in perfect safety.

While safety education is highly important, it is not the only nor the most apparent reason for a school rifle club. Target shooting is a sport. It's fun. Just hold up a rifle before any group of teen-age boys and tell them they can shoot it; then listen to the chorus of "oh boys" and "gee whizzes."

If you have ever seen a group of riflemen in the prone position firing an important match, you may wonder how much physical training is actually involved in this sport? Isn't the rifleman striving to be just as motionless as possible?

True enough, but the perfect relaxation and muscular control necessary to produce a good score requires more stringent training and conditioning than the active muscular control of the more vigorous sports. And that sort of physical self-control is far more valuable throughout life to the individual who achieves it.

Along with the development of physical control, rifle shooting requires great development of mental control. Quick temper, excitement, over or under-confidence will not produce winning scores on the range. This realization comes quickly to the young riflemen and he learns—by doing—to keep his mind and emotions under strict control while shooting. That control will carry over into his other activities as well.

Since competition is the spice of sports, the rifle team, like the football, tennis or swimming teams, should have its full share of participation and recognition. A full program is easily arranged, as will be shown a little further on in this article.

However, let's note one characteristic of rifle shooting right here. It is a participant sport purely and simply. There is little spectator appeal. You won't find a few players and thousands of spectators. The only fun is in actually shooting.

Once you decide to set up a rifle club, the school administration will naturally want to know what the status of this new activity will be.

(Continued on page 42)

Sure as shooting, this 16-year-old schoolgirl, Audrey Bockmann, of Ridgefield, N. J., won the 1947 national junior championship!





# MOSBY BOOKS

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## SCHOOL HEALTH and HEALTH EDUCATION

by C. E. TURNER, Ed. M., D.S.C., Dr. P. H. Emeritus, Professor of Public Health, Massachusetts Institute of Technology. With the Editorial Assistance of C. Morley Sellery, M.D., Director of School Health Service, Los Angeles City Schools.

457 Pages ..... PRICE, \$3.50

Realizing that the development of pupil health—as well as knowledge, personality and power—is to a large extent in the teacher's hands, Dr. Turner presents a new and fresh picture of the modern school health program from the standpoint of its opportunities for health education. It is written for the course in School Health or in Health Education in the Teachers' College and for the teachers in service. Methods, Curriculum building, source materials and other phases of health education are presented in detail.

It covers the activities of physicians, nurses, dentists and dental hygienists, and others who contribute to health programs. Its scope is broad and authoritative and its use will improve health education—as well as relations between directors and personnel.

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by MAE IDDINS, A.B., B.P.E., Instructor in Physical Education, Carson-Newman College, Jefferson City, Tennessee. 2nd Edition.

162 pages, illustrated ..... PRICE, \$2.25

This workbook gives women students in college a brief introduction to the various sports and provides a challenge to them to continue their study of the sports in which they are particularly interested. The sports are arranged to meet the needs of the physical education program in school or college and are presented according to the sports suited for the different seasons.

In this new Second Edition, chapters have been added on STRENGTH TEST, ACTIVITIES WITH MUSIC, OBSTACLE RACES, and RIFLE SHOOTING. There has also been considerable rearrangement and combination of chapters.

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Where will it fit into the established program?

The rifle club should be regarded generally as an extra-curricular club similar to a camera club, a skating club, or a dramatics club. This permits the club to spread the basic safety and marksmanship training among as many students as wish to join, considering of course the limitations of available facilities and supervision.

But, in addition, the team selected from among the club members should be governed by the regulations of the athletic department and recognized in the same fashion as other teams. Team members certainly should be given credits toward school letters and probably should receive financial aid through the athletic department budget.

A word of caution is advisable here. The club instructor who concentrates on developing top-notch teams to the neglect of the many club members, will not derive the fullest benefits out of the activity.

Training the many should come first. Through that, and as a secondary aim, comes the development of a successful team.

Many high schools have military departments. Quite often the shooting activities will be headed by commissioned or non-commissioned officers.

There is no great objection to that plan. However, the National Rifle Association does not consider its junior rifle program as military training. Care should be taken, under such an arrangement, to see that membership in the club is open to all students who want to participate, whether they are taking military studies or not.

While mentioning "open" membership, let's not forget the girls. Girls take to target shooting like the proverbial duck takes to water. For three years the National Junior Championship team was composed of nine girls and one boy representing a relatively small school.

The girls can really shoot. The winner of the Junior Championship at the 1947 National Matches held at Camp Perry in August was Audrey Bockmann, a 16-year-old schoolgirl from Ridgefield, N. J.

A large number of school rifle clubs include both boys and girls. Many other schools prefer to have separate boys and girls clubs. Each plan has its merits. But, by all means, don't leave the girls out in the cold. They need the training just as much as the boys and are every bit as enthusiastic.

Now for the establishment of the rifle club. First of all, every shoot-

ing club needs (1) a safe place in which to shoot, (2) a rifle range, and (3) equipment, chiefly rifles, with which to shoot.

An indoor range is a necessity in most places, since riflery is largely a winter sport.

While outdoor ranges may be satisfactory in Florida, lower California and the Southwest, the lighted indoor range is generally more practical inasmuch as the club's activities are usually conducted after classroom hours.

Almost every sizeable school plant has space available for an indoor range. A basement room at last 70 feet long is ideal for an indoor range. The width of the room determines the number of shooters who can fire at one time, allowing five feet of space for each shooter.

Even if such a room is not available, the use of temporary or roll-away backstops can assure a satisfactory setup in the gymnasium, auditorium, cafeteria, or any other large room in the building.

#### RANGE CONSTRUCTION PLANS

For complete information on range construction, turn to your file on *Scholastic Coach*. In the January and February 1947 issues, you'll find an exhaustive article on this subject by J. L. Murphy, the architect in charge of the NRA Range Planning Section. Anyone desiring range construction plans or advice can secure them by writing to the National Rifle Association, 1600 Rhode Island Ave. N.W., Washington 6, D. C.

If space is unavailable in the school itself or if the construction of a range seems impractical, it may be possible to secure the use of a local range—perhaps one owned by a local senior rifle club. Such clubs are usually only too glad to give every possible assistance to newly organized groups of young riflemen.

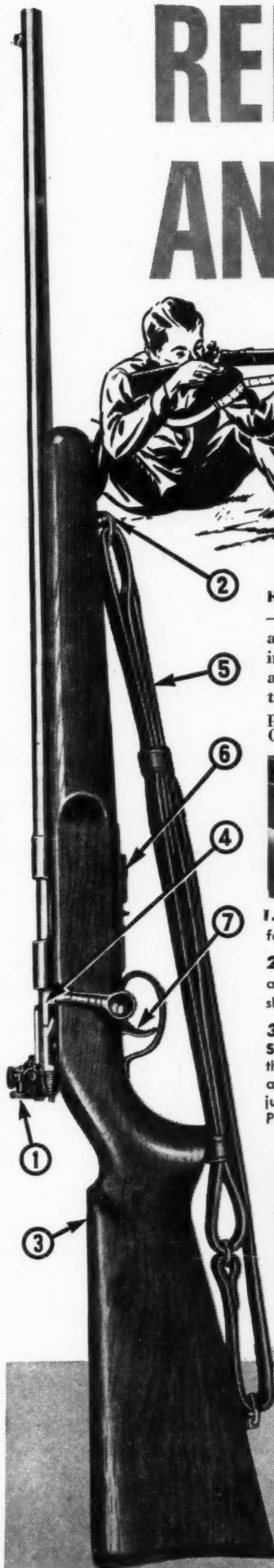
After the range itself, equipment is the next necessity. Rifles are the principle item. If your range has space for five shooters to fire at one time, the club should have a minimum of five target rifles. Select moderate priced .22 caliber target rifles.

Just any .22 will not prove satisfactory. Target models are characterized as such largely by their sighting equipment. A micrometer-type peep or aperture rear sight is a necessary attachment. The retail prices on such models will vary from around \$20 on up. Probably the most satisfactory models for

(Continued on page 44)

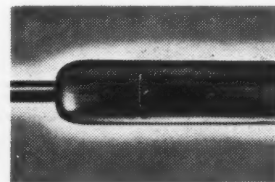
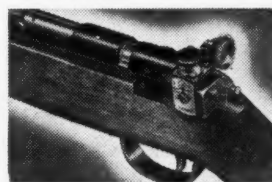
# REMINGTON ANNOUNCES

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Here's a brand-new Remington for boys! The Model 521T—"Junior Special" Target Rifle. It's a great gun for hunting and plinking as well as championship target shooting. Starting some boys on target shooting fun? Then see the moderately priced Model 521T. You'll be looking at a fine junior target rifle with *all* the features for precision shooting in all positions. Remington Arms Company, Inc., Bridgeport 2, Connecticut.



1. **Micrometer Rear Sight** with quarter-minute click adjustments for windage and elevation. Patridge type blade front sight.

2. **Adjustable Front Sling Swivel** helps rifle fit long- and short-armed juniors, aids correct sling tension and location for target-shooting positions.

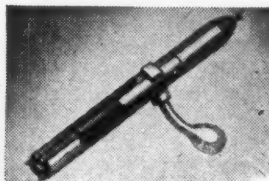
3. **Special Match Target Stock.** Built to same design as the famous Remington Model 37 and Model 513T, but sized for junior shooters. Checkered Butt Plate holds fast to shoulder.

correct head-spacing that means years more of accurate shooting. Red firing indicator shows when rifle is cocked.

5. **Standard Target Sling** of one-inch, high-quality leather.

6. **Detachable Magazine Box** holds six cartridges which with one in the chamber give a total capacity of seven shots. Makes "Junior Specials" suitable for all-round hunting as well as target competition.

7. **Trigger** is corrugated. Separate sear gives smooth, crisp pull.



4. **Self-Cocking Bolt** with double-locking lugs provides

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school clubs retail at around \$50 each.

**Ammunition—**.22 Long Rifle—costs about \$100 per case of 10,000 cartridges on the open market. However, special arrangements permit NRA chartered clubs to purchase ammunition through a government agency at approximately \$70 per case.

Targets are very inexpensive costing between four and five dollars per thousand. Spotting telescopes cost about \$30 or \$35 when equipped with stand. Shooting jackets, gloves, kits, cartridge blocks, etc., are items that may be added gradually to the club's equipment but need not concern us in the original budget.

Let's take a good look at this matter of costs right now. Consider the fact that most of your range construction work and some items of the club's equipment can be worked out successfully as projects by the Manual Training Department.

Cooperation of this type can cut costs considerably. Assuming this cooperation, \$50 or less should take care of the range construction costs. Five rifles of the type mentioned will cost an additional \$250. A case of ammunition will add \$70 and one spotting scope another \$35.

Add to this \$5 for your club affiliation fee and another five for targets, and we arrive at a total initial budget of \$415. Please notice that most of this expenditure is for permanent or semi-permanent equipment—range, rifles and scope which will not need to be replaced for quite a number of years.

Now let's look at another way to trim that budget even more. I mentioned above that an NRA-affiliated club could buy ammunition through a government agency. Through that same agency, the Office of the Director of Civilian Marksmanship, a branch of the U. S. War Department, even more extensive assistance is available.

#### LOAN OF RIFLES

By applying to that agency and with no additional expense, save the cost of a small bond and shipping charges, the club may draw, on loan, one target rifle, of the type recommended, for each five male club members between the ages of 14 and 18 inclusive.

If you have 25 such boys in your club, you can get those five rifles at practically no expense. In addition you will be entitled to 400 cartridges as an annual issue for

each such member, plus a package of 1,000 targets. By taking advantage of this help, your entire budget will drop to little over \$100.

One other thing must be taken care of before the new rifle club is ready to complete its organization and begin operating. That splendid safety record mentioned early in this article was made possible only by competent adult supervision of the hundreds of thousands of NRA junior shooters.

Under NRA regulations, each chartered junior club must be under the direction of a responsible adult who accepts the title and responsibilities of club instructor. The success of the club naturally depends a great deal on this man or woman.

In school rifle clubs it is, of course, desirable that the instructor be a member of the faculty. Generally it is not difficult to locate a faculty member who is interested in shooting and who is willing to work with the youngsters.

It is not at all necessary that he have extensive background or experience in the target shooting game, since the NRA will furnish him with a special instructor's training course and all the information needed to successfully supervise the club. If more than one

(Continued on page 46)

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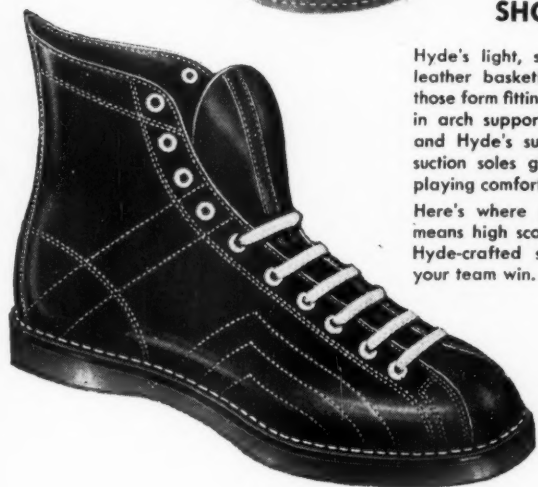
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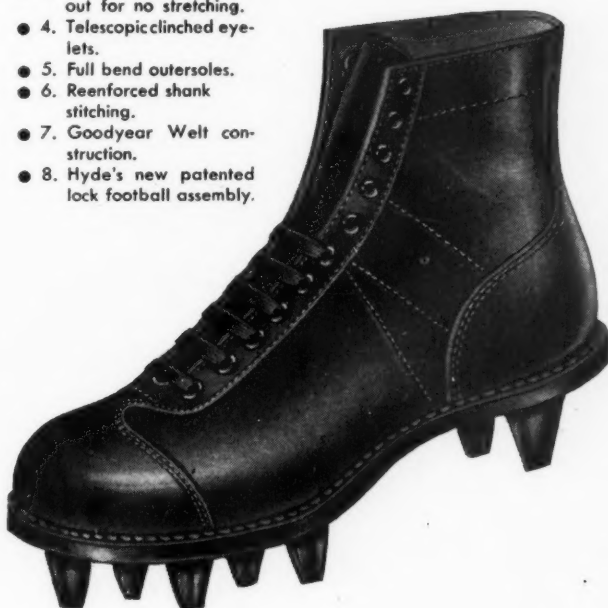
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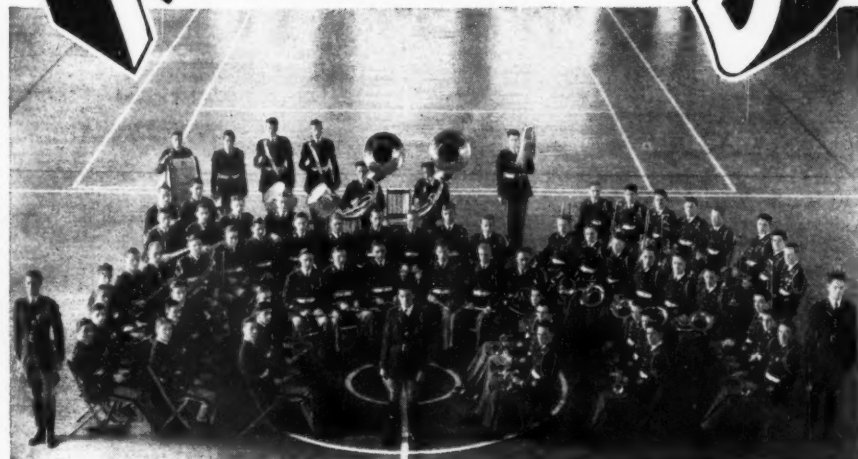
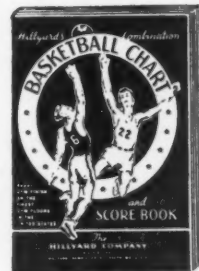
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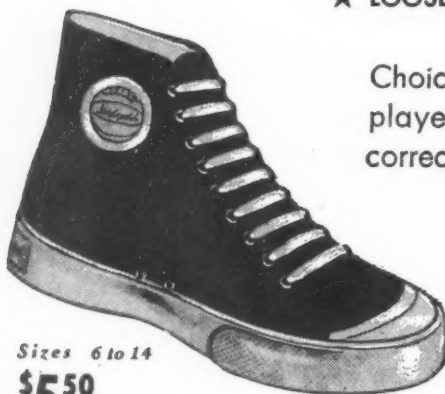
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instructor is available, so much the better.

These days most faculty members are conducting more than the usual number of classes and are weighted down with many other duties. If no faculty member is free and willing to take over complete direction of the club, a faculty sponsor may be appointed whose duties will consist only of overseeing the administration of the club and of checking to see that it functions in accordance with school requirements.

The actual shooting supervision and instruction may be under the direction of another man, usually a volunteer from the local senior rifle club.

Now, we're ready to organize. The instructor writes to the NRA and receives club organizational material and the application forms for a club charter. He calls a meeting of all members or prospective members to elect a staff of club officers—the usual president, vice-president, secretary, and treasurer, plus an executive officer who is charged with the maintenance of shooting equipment and supplies.

These officers, together with the instructor, constitute the club's executive committee. The president takes the chair and presides over all business meetings thereafter. By-laws are discussed and adopted (model by-laws are a part of the NRA club organizational material furnished).

The application for charter, a copy of the club's proposed by-laws, and the annual affiliation fee are sent to NRA headquarters. When that application is approved and the charter issued, the club may apply for the government assistance. The year's shooting program is now ready to begin.

The average faculty sponsor is left pretty much to his own devices to provide a program for his club members. A school rifle club instructor does not have this problem. A nation-wide program is provided by the NRA which will keep his club members occupied and enthusiastic from their first meeting till the last.

Since safety training and marksmanship instruction are the prime functions of the rifle club, a regular course of instruction for the members is provided in the instructor's manual and in each member's handbook.

Because instruction and practice alone would soon prove dull and uninteresting, a graded series of 15 qualification courses stimulate the basic operation. Insignia in the form of diplomas, lapel pins, embroidered felt emblems and medals are provided for each of these stages from

the lowest rank of Pro-Marksman to the top rank of Distinguished Rifleman.

The requirements gradually become more difficult as the shooter's training progresses. Only a few reach the coveted rating of Distinguished Rifleman—in 1946 only 101 of these awards were issued in the entire country, although a total of 133,000 qualification decorations were earned.

As mentioned before, competition is the spice of any sport. NRA-sponsored events include the annual Postal Team Championships, a series of four monthly team matches beginning each November. In a postal match like this, each team fires on registered targets on its own home range. The targets are sent to NRA headquarters for scoring and tabulation.

Each month an official bulletin is distributed which shows the relative ranking of the teams. Last year 592 teams took part. As in most NRA competitions the teams were classified and awards given in each class.

For example, military schools compete in one class, non-military schools in another, non-scholastic teams in a third class, and a special class is set up for teams whose shooters are all under 15 years of age.

#### INTRAMURAL TOURNAMENTS

An important part of the program for school rifle clubs is participation in the *Scholastic Coach* Intramural Rifle Tournament. Every school club instructor should secure information about this splendid competition. A post card to the editors of this magazine will bring full details. The NRA assisted in drawing up the regulations and wholeheartedly endorses and encourages this event for all school clubs holding NRA charters.

Many junior and school teams band together in their communities to form leagues. Firing matches weekly or bi-weekly builds up a fine competitive spirit and plenty of good-natured interschool rivalries. Of course special matches are often arranged against teams not included in the league or its schedule.

The climax of the junior shooting season comes in the early spring with the firing of the NRA National Junior Shoulder-to-Shoulder Team and Individual Championships. Strategically located ranges are selected for sectional tournament sites. Every effort is made to select sites that most teams can reach with a minimum of travel.

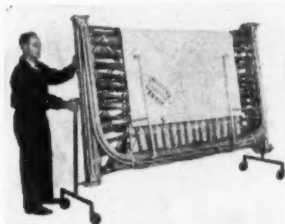
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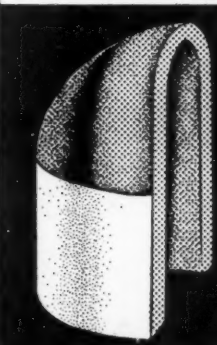
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# National Federation News

**T**HE 45 Federation-member states have 45 different limiting regulations on awards and trophies. A few states abide by A.A.U. regulations, which distinguish between awards of intrinsic value and those without such value.

For instance, a gold watch is considered to have sale value unless it is engraved with the player's name. It then is considered an article with no salable value.

Most states do not permit expensive awards. A few definitely limit awards to a standard type school letter or to ribbons. Arkansas recently designed an engraved certificate, and this is the only award made by the state association. The certificate is 8½ by 11, and includes the state association seal and blanks for the name of the competitor and the signatures of the association officers.

**Football statistics.** School men with a yen for statistics will be interested in the table on page 76 of the football rules book. Since that table was printed, more extensive statistics have become available which indicate a few changes in the figures.

In the professional game, there are now an average of 161 downs per game. The time from dead ball to snap is 33 sec. for high school and college, and 31 for pro. Total action time (live-ball time) is 9.1 min. for high school, 12.1 for college, and 14.2 for pro. The over-all game time (from whistle to gun) is 1 hr. 55 min. for high school, 2-10 for college, and 2-18 for pro.

The length of kicks from scrimmage is 34 yds. for high school, 37 for college, and 41 for pro. The number of field-goal attempts (exclusive of try-for-point) is .2 for high school, .5 for college, and 2. for pro.

**Athletic benefit plans.** Many state associations have subsidized accident benefit plans to encourage widespread use of the afforded protection. Washington has adopted a by-law making accident coverage a prerequisite for eligibility. A school is not permitted to use an athlete until it has taken out proper accident coverage for him. The state association pays 50% of the fee.

**In Idaho,** a small percentage of the basketball tournament receipts is allocated to the benefit plan to defray part of the cost of enrollment. Blanket coverage is offered at a flat fee of \$1, with or without football.

**In North Dakota,** a fee of \$1 provides coverage for football; 75¢ for six-man football; and 50¢ for all other sports.

**Oregon** has launched a plan which covers every pupil, athletic official and school employee. The state law gives the school jurisdiction from the time a pupil leaves home until he

returns from school. The benefit rates are laid down by the State Industrial Accident Commission.

**Oklahoma's rate** is \$1.50 for football or \$2 for all sports. **Nebraska** offers coverage at \$2 for all sports and \$1 for all sports except football.

**California** last year enrolled 25,000 students in its benefit plan at a rate of 50¢ for all non-athletic accidents. This resulted in a deficit. The rate for the new year will be \$1.

**In New York,** the fee for the highest grade coverage was originally \$3 for all sports and \$2.50 for football. The resulting deficit forced the state association to divert about \$10,000 from its reserve fund to meet the claims. The rates for the new year have been raised to \$4 for full coverage and \$3.50 for football alone.

**Eligibility rules.** Money penalties are sometimes assessed in Idaho, Tennessee and Missouri. While nearly every state possesses the right to assess a fine for contract violations, most of them do not use fines for other penalties.

**Oklahoma and Idaho** sometimes suspend their member schools, but the suspension is effected at some future date—which gives the guilty school an opportunity to make amends before being dropped from membership. It amounts to the same thing as being placed on probation.

A number of devices are used to prevent the breaking of eligibility rules. States such as **Missouri** and **Tennessee** hold meetings to discuss the rules. These meetings are sometimes worked in with football or basketball conclaves. The same states also encourage a brief discussion of eligibility problems in assembly programs. Many states issue eligibility placards for the bulletin board.

Amateur provisions differ widely. **Texas** and other states, which follow A.A.U. standards, permit awards costing as much as \$15, provided they have no intrinsic value.

Seven states prohibit any awards from a non-school group. In Texas, rodeo is classed as a sport and a boy cannot accept a gift, such as the calf he ropes, because the calf has selling value.

**Oklahoma** declares a boy a professional if he uses his reputation as an athlete for pay. Except for Oklahoma and Kansas, all states professionalize a boy only for illegal participation as a player. The athlete does not jeopardize his amateur standing by such acts as life guarding or officiating.

In Arkansas, California, Idaho, Illinois, Indiana, Michigan, Texas, and Washington, professionalism in one sport causes loss of eligibility in all. Most states permit reinstatement after a stipulated period and the meeting of certain conditions.

In most states, a boy does not become ineligible as soon as he receives 16 units of credit, provided he does not receive a diploma for graduation. This permits a boy to take more units than is required and still be eligible for eight full semesters.

**Broadcasting.** Public relations programs are in effect in most states. **Indiana** officers make a practice of conferring with newspapermen and radio men when visiting local communities in any other capacity. Several states hold regular conferences with sportswriters.

Broadcasting problems have been growing. **Arkansas, Oklahoma** and **Texas** rent broadcasting rights for final games. In **Arkansas**, this brings in \$3,000; in **Oklahoma**, \$4,500; and in **Texas**, \$6,000.

**Indiana** makes no charge for broadcasting the state basketball finals, and 24 stations (total of 96 men) occupy radio booths. **Illinois** sells the air rights to its finals for \$100 for each small station and \$500 for each of the larger stations. **Idaho** sells its rights for \$15 per game. **Michigan** also has a stipulated rate.

**Schedule limitations.** Most states restrict the number of football and basketball games a school may play. In basketball, for example, **Indiana** and **Kansas** permit a maximum of 18 games plus the state tournaments. **Missouri** permits 16 and **Illinois** 20.

Most states also fix the beginning and ending of the football and basketball seasons. In a number of cases, the football season is ended on the Thanksgiving weekend. In **Oklahoma** and **Texas**, state-sponsored playoffs are permitted after the season's close.

At the summer session of executive secretaries, there was a discussion relative to the Federation regulation requiring sanction for inter-state games in which either team travels a round-trip distance of 600 miles. It was suggested that some thought be given to the advantages and disadvantages of making this limit 600 miles from the state line rather than from the school location.

It was also suggested that there would be some values in having a nationwide regulation requiring Federation sanction for all inter-state contests sponsored by a non-school organization. This would apply regardless of the travel distance involved.

Such a regulation would provide a degree of control over contests such as last year's intersectional high school basketball game at Madison Square Garden. This game caused considerable difficulty because the newspapers persisted in ignoring the state and national regulations.

A few states, such as **Arkansas** and **Utah**, already require sanction for any game played in another state. It was the opinion of the executive secretaries that each state should include a definite by-law insuring proper respect for the rules of other states.

—H. V. PORTER

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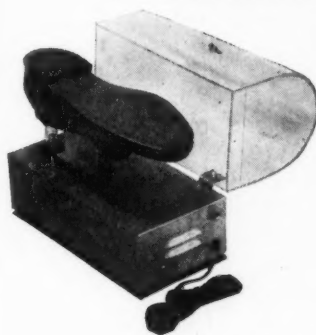
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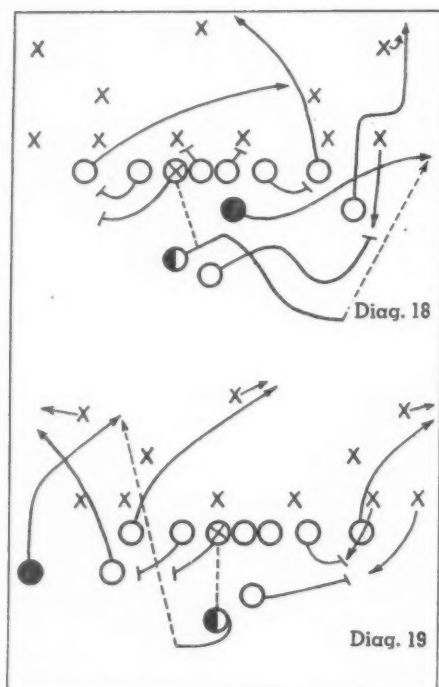
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## The Swinging A

(Continued from page 14)

going into flat. Usually he will move wider to cover and then tear out fast after wing. When ball is thrown to wing, blocking back moves out for coverage or for lateral.

**Diag. 21.** An excellent follow up of preceding pass to exploit backer-up's eagerness to tear after wing. Blocking back now steps across line and takes pass.

The wingback, who frequently is in motion, is as valuable as the quarterback in the T. He is fast, deceptive, and a good ball-handler and pass receiver. Aside from him, there is no need for the backs to be exceptionally fast, so long as they like to run.

The man-in-motion, when not carrying the ball, serves as a trailer for laterals or as a target for flat passes. These three options practically force the defensive end and halfback on that side to play very cautiously.

Our tailback handles the ball most of the time, does practically all the spinning, faking of hand-offs, etc. We have an elastic law which allows him to bootleg to his right any time he thinks it will work. After spins and hand-offs, he always moves hurriedly in that direction (right), faking as though he has the ball.

It is a "must" in our system for both the wingback and the tailback to run wide several times early in every game. Whether we gain or not, this makes the defense realize

we might come out that way at any moment.

Thus, with the defensive ends and halfbacks partly frozen by the movements of the wing and tail, with the rest of the defensive line wide because of our spread, and with good blocking angles on the secondary—we feel more confident in our stuff inside and up the middle.

Once we feel we have the defense overshifting with our man-in-motion, we immediately center our attack on their weaker side. Sometimes we come back from a motion play. Other times we move right out while our players still have their hands on their knees.

This is the style of play Cliff Battles is using this year with the Brooklyn Dodgers. While it isn't the best method of taking off, it does add the element of surprise and is very effective at times.

We do our best to run our motion and set plays about 50-50. Our offensive holes are numbered along the opponents' line and run from 1 to 7. These never change and are simpler than the conventional odds and evens.

With few exceptions we identify plays by description rather than number. We find this reduces confusion, since numbers often sound too much alike. We changed "45" to Tackle Trap, for example, because the players thought they heard "49" or "35". Now there are fewer mix-ups and less excuses for missed plays.

We know that Tackle Trap means a defensive tackle will be trapped, depending on which side we are running. Likewise, "63" was changed to Wingback Reverse Inside. In the diagram of this play (**Diag. 10**), you can see how the naming of the play tells exactly what will happen.

Tailback Spin No. 3 Hole and Fake Pass Run Up Center are self-explanatory plays that have reduced our huddle time. We also stencil our plays and give a set to each boy making the team.

We don't worry too much over the possibility of a set falling into the wrong hands. Our prime concern is for our kids to learn them thoroughly.

Ball-handling, spins, fakes, and timing get as many practice hours as they do in the T. We strive for perfection in the screening of the ball. And to aid in the deception, we use several plays where the man reversing the ball lays it on his rump in back of him.

When this stunt is mastered, it is almost impossible for the defense

to determine whether the ball has been reversed or whether the original handler has retained possession.

Our End Around and Wingback Reverse Inside are handled in this manner.

Our motion plays generally start with the tailback taking a direct pass from center and spinning to his right.

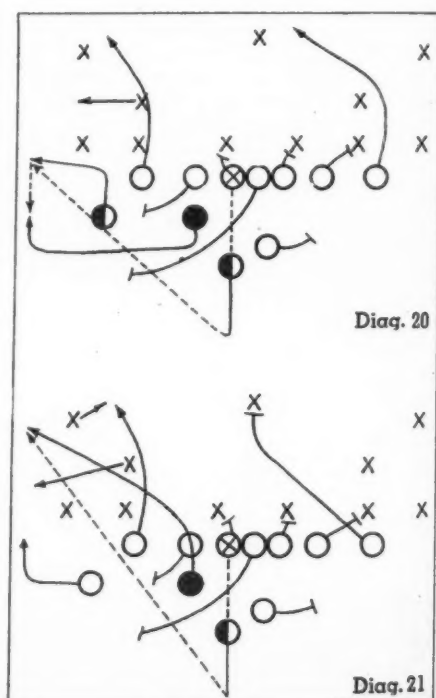
He (1) hands off to the wingback while faking to the fullback, or vice versa; (2) runs with the ball himself; (3) gives to the blocker or to the end on an End Around; or (4) passes in the flat to the wing.

On these plays the fullback is just far enough back of the tail to permit the wing to move through the gap. As the wing passes through, the fullback drives right off his (wingback's) rump and either fakes or carries the ball.

The fake hand-off and the actual hand-off, the moving of the wing through the gap, and the fullback drive ahead, are all executed in a smooth motion. The fullback times his drive so that he partially brushes the wing's rump.

We feel that fewer plays, well practiced, pay off better than a larger number only partially learned.

After playing four years in the St. Joseph's College backfield, Johnnie Golden put in a year with the Philadelphia Eagles, then went into high school coaching. He coached at Phillipsburg Parochial and Blair Academy until the war came along. He served three years, coaching two camp teams on the side. In 1945 he took over his present post at St. Ignatius High in San Francisco, and won the city title in his first try.





## Downfield Blocking

(Continued from page 26)

also of getting downfield for additional blocking.

We line up an offensive team against 11 defensive players holding dummies. A play is run at full speed, with full-power blocking. The players must mow down the dummies.

We can easily check on how well each man is following up his first assignment with downfield blocking. This plan also affords an excellent method of teaching the proper execution of plays, since the offensive and defensive men can be alternated frequently. We some times work on this one drill for a full practice session.

*Secondary assignments should be stressed just as much as primary assignments.* Once this idea is thoroughly ingrained, good downfield blocking is almost certain to result. The farther away an offensive player is from the hole to be opened, the quicker he can get downfield for secondary blocking.

Many coaches often make the mistake of trying to teach too many plays too quickly. As a result, they neglect precise execution and follow-up blocking.

If the runner gets into the secondary, every player should be required to get downfield to help him to a touchdown. It is one of the hardest points to get over, and must be stressed again and again until follow-up blocking is second nature to the entire squad.

If this habit is properly instilled while working on just a few plays during the first weeks of practice, the results will be immeasurably better than if the coach spent the early practice sessions trying to teach a large number of plays with the idea of working on downfield blocking later. Downfield blocking should be made the primary part of the first play and followed up in each subsequent play.

We spend considerable time on blocking the backers-up, usually using a running shoulder block for this purpose. We often use an offensive team against a defensive line and backers-up, with dummies for defensive halfbacks and safety.

We rotate the assignments by calling in the huddle, "ends block backers-up." "tackles block backers-up." "center and right tackle block backers-up." etc.

The angle of approach is important. For instance, if the center is assigned to block the defensive center on a play going to the right, he must not approach his opponent at

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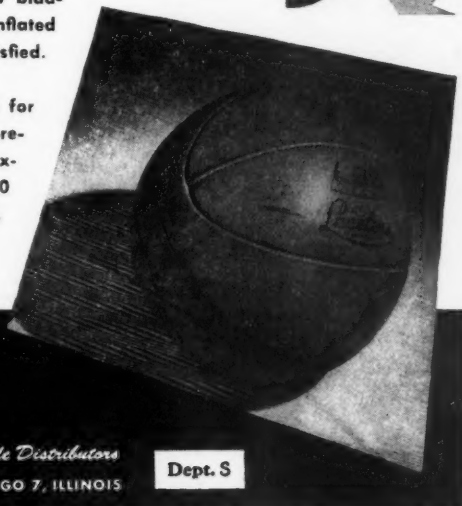
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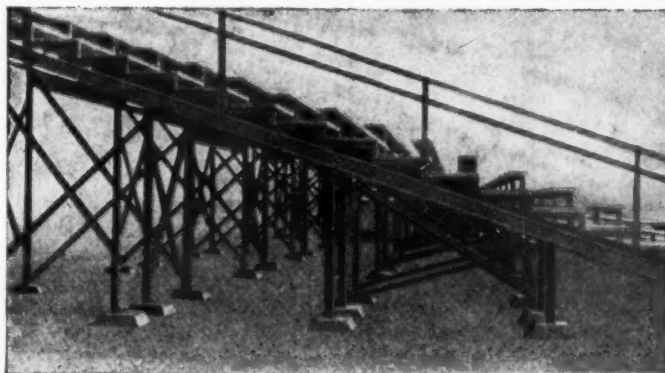
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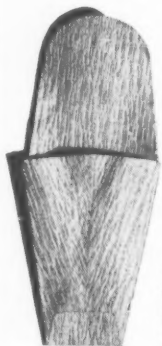
IT NOW appears a certainty that raw materials will remain scarce during the first half of 1948 and it is our earnest advice that if you desire bleacher or stadiums, steel or wood, for use next year that you place your orders at the earliest possible moment.

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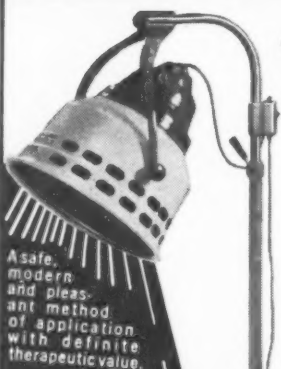


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a 45-degree angle. He must go straight down the field several steps and meet the defensive center coming across, taking him with a shoulder or body block.

If the blocker (center) doesn't lead the opponent, that is, meet him at the cross-roads, the opponent may slide by him, due to the poor angle of approach.

If the backer-up is filling a hole in the line, we want our blocker to take him with a shoulder block to avoid clogging the hole. If the blocker finds that the backer-up has moved out of position, he is instructed to take him in the direction he is going; the runner can cut back to the inside.

On quick-openers, the linemen can often use a screen block on the backers-up; that is, hit them in the body or chest with the shoulder and forearms and screen them long enough for the runner to flash by.

In blocking the halfbacks and safety, we use the running shoulder block when possible. We have found, however, that the body block is very effective against opponents approaching the blocker at a 45- or 90-degree angle.

In using the body block in this situation, it is essential for the offensive man to lead his opponent plenty, and to make certain that he gets his arm, chest and body well in front of the opponent and to then hit him smartly with considerable force.

The gravest faults, as stated before, are showing too soon, not coming close enough to the opponent before committing yourself, failure to keep eyes on the target, not holding the feet until the last practical moment, and not following through.

Several final points may be added. When attempting to block a secondary who is backing up, it is imperative to use a shoulder block, keeping the feet. If the blocker tries a body block, he will usually wind up on the ground with the tackler evading him.

We also want our blockers to always know the probable path of the ball-carrier so that they (blockers) may approach the defensive men by a path that will permit them to be at the right spot at the right time.

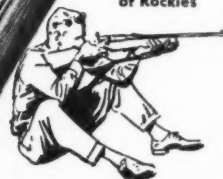
Bernie Bierman said: "The road to good blocking is a long, arduous one, but coaches who travel it will never have cause to regret the hours spent.

"The lads may want to scream at times and the assistant coaches bow down from the sheer drudgery. But the head coach who persists, despite this, to work for perfection will find his compensation in touchdowns."

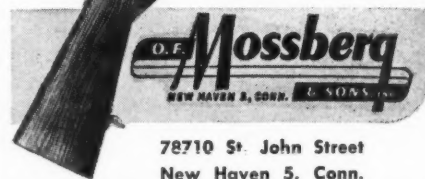
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## "Taping"

(Continued from page 39)

removal of the tape are dissolved by applying benzine.

A fourth method advocated is to have the player moisten the adhesive tape in a shower first and then have the tape removed.

Ochsner recommended: "If the attendant will put about one teaspoonful of cold cream into the palm of one hand, rub the cold cream well into the adhesive bandage, the bandage can be removed with a minimum of discomfort and without the slightest danger to the patient or to the surroundings."

After removal of adhesive tape, the part should be washed with soap and warm water, dried thoroughly, and dusted with talcum powder.

### COMMENT AND SUMMARY

"Taping" is the colloquial term used for strapping with adhesive tape. In athletics, adhesive is used a great deal for preventive, protective, and remedial purposes.

It is difficult to learn how to apply adhesive tape correctly, but the individual who desires to use adhesive plaster with dexterity should consider the following matters:

1. Bony structure, ligamentous attachments to the bones, origin and insertion of the principal muscles, and their nerve and blood supply.

2. The mechanism of sprains, strains, and fractures, and the changes resulting from fatigue, atrophy, and so on.

3. Points of strain, weaknesses, and injuries likely to occur to tissues during athletic activity.

4. Nature of the work the athlete is performing.

5. The accident and how the injury came about. It is necessary for the trainer to have a mental picture of the strapping that he will apply so that it will protect and relieve tension and strain on weakened structures.

6. Care, handling, and action of adhesive plaster.

7. Simple fundamental methods of strapping that are used as a basis for all types of taping.

8. More complicated and reinforcing methods of taping that can be adapted to suit the individual injury.

Frank Wiechec, a frequent contributor to *Scholastic Coach*, is recognized as one of the finest trainers in America, having served for years at Temple University.

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Adolph Rupp, colorful basketball coach at the University of Kentucky, several years ago designed these pants for greater comfort and longer wear and they have been endorsed by many leading coaches and physical education directors. Notice these features:

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7. Specially made for football, basketball, physical education, boxing and all other sports. Look for the Rupp label on every pair.

**PLEASE NOTE:** The above style pants made of genuine **FAST-COLOR SANFORIZED INDIANHEAD** of fine count and pre-shrunk with patented permanent finish. Residual shrinkage not more than 1%. Colors available after November 1 are royal blue, white, scarlet, and kelly green.

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# Coaches' Corner

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

**Deliver to Frank Leahy** one football tackle, weight 250 pounds, as a prize for coming up with the season's first grid gem. "This summer I met an old friend at a coaching clinic. He knew me back in my schooldays in Texas, but hadn't seen me in years. He asked me how many children I had and I held up my hand.

"He whistled, 'Man, oh man, do you know how many fingers you got on that hand?' I said I did and that five was the correct number of Leahy offspring. He shook his head dazedly and finally muttered, 'Well, I guess that's right—you sure were never one to hold down the score.'"

**During one of those** crucial Dodger-Cardinal games last month, the boys started jockeying one another across the separating patch of field. "Look at that guy Cross," sneered Ed Stanky. "Been in 40 games; 36 of them as a pinch runner. Why, if he ever gets a charley-horse, he's washed up as a big leaguer."

**In the Yankee clubhouse,** meanwhile, the American League champions were holding daily skull sessions on their probable rivals for the world series jackpot. One day it was Carl Furillo's turn to be lathered. The Yanks agreed that Carl is a good ball player and an exceptional runner.

Listening to the discussion was Pete Sheehy, the clubhouse boy who in his more talkative seasons has been known to open his mouth as often as twice. When someone said, "Yes, I guess Furillo can run," Pete astounded everyone by chiming in, "I know he can run."

"How do you know?" asked Snuffy Stirnweiss, out of curiosity.

"Because," piped Peter, "during the Battle of Okinawa, he passed me—and brother, I was moving!"

**Want a winning football team?** Just get Lou Rymkus, the Cleveland Browns' right tackle. He doesn't know what it is to play on a loser. In 1943, he played on the Notre Dame team which was acclaimed national college champions. In 1944, he performed for the Washington Redskins who won the Eastern Division title of the National League.

With Bainbridge Naval Station the following season, Rymkus was with a club that chalked up a perfect record. And last year the Browns, with Rymkus at tackle, copped the All-America Conference pennant.

**A good coach** is a tough man to beat—on the field or off. Take Bill Rohlfs, for instance. In his ten years of basketball coaching at Park City (Mont.) High, he amassed a very tidy record of 157 victories, topping it off with a tri-county and district title (1942). Thereupon Bill left the coaching field to become a salesman for the Mutual Life Insurance Co. of New York. Coaching people about their needs for life insurance proved just as easy as coaching kids on lay-up shots. Only more profitable. In little more than three years, Bill tripled his income. He is now an assistant manager and expects to earn \$10,000 in 1948.

**For bargains** in night baseball, the Boston Braves have a \$4.50 package which puts R. H. Macy, Gimbel and Marshall Field to shame. Here's what you get for your four and a half bucks: dinner at a leading hotel, a cab ride to the ball park, a reserved seat for the game, and a cab back to the hotel. What, no chocolate malted?

**Probably the greatest diplomat** in the history of the national pastime was Clarence "Pants" Rowland, former American League umpire who is now prexy of the Pacific Coast League. On one memorable occasion, a fellow named Babe Ruth ran from first to third on a hit to deep right. He slid into the bag, safe by a mile. "You're out!" roared Umpire Rowland.

The Babe, furious at such injustice, scrambled to his feet and rushed at the arbiter. "What?" he shouted.

"That was a great slide, Babe," said Rowland, consolingly, as he brushed

off Ruth's uniform. "That was one of the greatest slides I ever saw. I didn't know that you could run bases like that. You're certainly the greatest all-around player in history..." and so on for ten minutes.

The chagrined Bambino returned to the bench and Bob Meusel asked, "What did you tell that clown?"

"Tell him?" roared Babe. "What could I tell him while he was brushing off my uniform? All I could do was search my pockets for a dime to tip him."

**Here's another great coaching record** that will take a lot of beating. H. V. "Ty" Cobb, football coach at Union-Endicott (N.Y.) High School, has won 156 games, lost 40 and tied 9 in 27 years of coaching. What's more, he has had four unbeaten clubs in the past seven years.

**Did you ever hear** of a scat back who couldn't run the hundred under 10 sec.? Just tune in on any football announcer and sooner or later you'll hear him pop up with: "That boy Joe Blow sure can pick 'em up and lay 'em down. He can run the hundred under 10 in full football equipment." That's a lot of pastrami, of course. There aren't a half-dozen backs that fast in the game.

The most amusing exaggeration so far this season was voiced by Red Grange during the All-Star game in Chicago last month. Describing George McAfee, the Bears' speed merchant, Red nonchalantly vouchsafed that "McAfee can do the hundred in 9.4 sec."—which is merely the all-time world's record.



"Well, here we are, unbeaten, untied and unscored upon—and getting ready for our first game"

Kirk Stiles in Collier's

Red, incidentally, did a very nice job in support of chief-announcer Harry Wismer. In fact, we'd have had Red do all the announcing. Wismer has us baffled. He fills the air with an unrelenting flow of gab, as he follows the long runs yard by yard: "Young is out in the clear. He's on the 49, 48, 47, 46, 45, 44, 43, 42 (and so on) —AND (screaming) HE'S DOWN ON THE 28!"

Wismer ignores such trivialities as formations, how the carrier gets the ball, etc. His main concern is words, and they pour out of him like rain in Pango-Pango. Nevertheless a million sports fans are wild about Harry.

Here's another gem from the pen of our favorite sportswriter, Red Smith, of the N. Y. Herald Tribune:

"For the second time since the dawn of civilization, a saloonful of sportswriters was taken into protective custody yesterday by Miss Mary Margaret McBride, the inventor of radio. The occasion was a luncheon celebrating the emergence of a book called *Best Sports Stories, 1947*, from its chrysalis over at E. P. Dutton's. Each year Mr. Irving Telemachus Marsh and Mr. Edward Ehre distill the heart's blood of American sportswriters and allow it to coagulate between covers.

"Bribes are given to the three authors whose pieces are deemed to bear the closest resemblance to the English language, and ceremonies defiling the memory of Gutenberg are broadcast on Miss McBride's chatty program.

"Miss McBride, who is a darling if there ever was one, began by scolding the sportswriters for taking what she considers a dim view of her sex. In all their pieces, she protested, the female of the species is pictured either as a villain or a sap. When she said 'sap' she bared her pretty teeth in this direction and mentioned an essay that appeared here following last year's luncheon.

"As a matter of fact, that essay was an expression of awed admiration and devout love for Mary Margaret, but these sentiments must have been ineptly expressed.

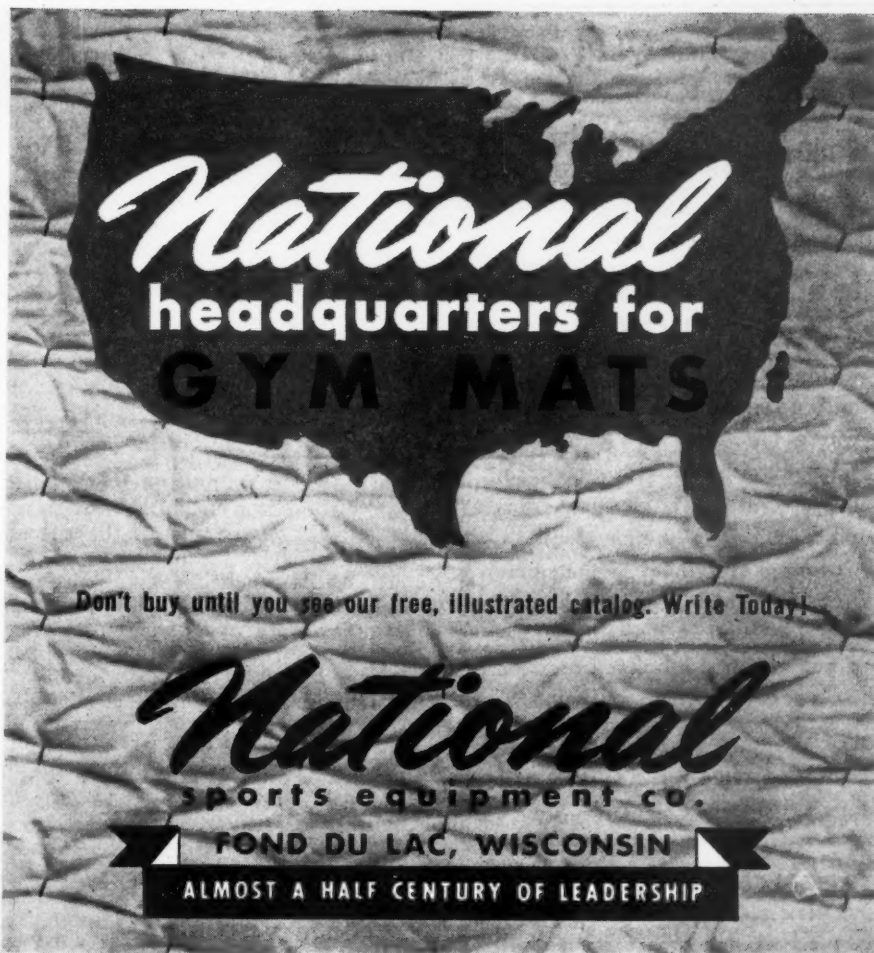
"One member of the radio audience took pen in dishpan hand and wrote that no man who had any respect for his mother would commit such violence upon the noblest creature of our time.

"Anyhow, being interviewed by Mary Margaret is not unlike swimming in warm oatmeal. The lady simply opens a conversational dam and washes you onto the air with a flood of chatter against which Johnny Weissmuller would be helpless. After letting you flounder a while, she flicks you to safety with a phrase and inundates another victim while you retire stickily to your chair.

"When Mr. Jimmy Cannon, one of the prize winners, was being interviewed he opened and closed his mouth soundlessly a number of times, like a man trying to whistle with a fire hose playing into his face.

"I feel," he gasped at length, 'like a comma on this program.'

"Lest there be any doubt about the spirit motivating this column, this is a proposal of marriage to Mary Margaret."



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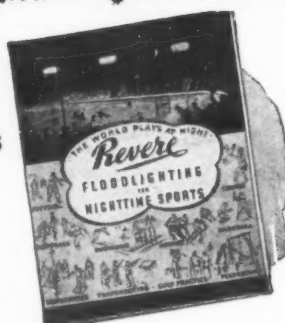
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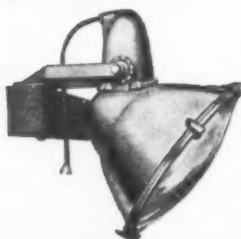
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## New Books on the Sport Shelf

● **CHAMPIONSHIP FOOTBALL.** By Dana X. Bible. Pp. 275. Illustrated—photographs and diagrams. New York: Prentice-Hall, Inc. \$3.

GOOD news, men. Dana X. Bible is in print. Can you think of a more qualified author for a football text? Or a more esteemed coach?

Old X. is that rarity known as a coach's coach. A great fundamentalist and strategist, with a remarkable record—209 wins and 64 losses in 29 years of big-time coaching—the transplanted Tennessean has the respect of every coach in the business.

The Bible touch is very apparent in his text. Everything is presented tersely, simply and succulently. And all of it is right to the point. Bible disdains windy forays and obscure abstractions. He hits the technical line straight and true.

The coaching material is neatly compacted into 15 chapters. After presenting his five-S creed for success—spirit, speed, skill, size, and savvy—Dana launches into an exposition of his coaching techniques.

He starts with blocking, explaining the purposes and principles of this vital fundamental, then analyzing the fundamental shoulder and cross-body blocks.

Next comes offensive line play, then the fundamental components of the running game, embracing a lengthy treatise on backfield play.

The passing and kicking games are treated in similar fashion, after which Bible is ready for a careful analysis of team offense.

He covers four basic formations—single wing, double wing, short punt, and T. He evaluates each offense, analyzes the personnel prerequisites, describes the signal systems, then offers an extensive repertoire of plays for each formation.

Next comes an excursion into defensive play. Under individual defense, Bible expounds the principles of kicking, stance, reaching for the ball-carrier, and the responsibilities of each defensive man.

Defensive team play is also described fully, covering the five basic alignments as well as methods of rushing the passer, delaying and covering the receivers, and protecting territory.

The book then delves into generalship, scouting, and organizing the work program. The duties and techniques of the scout are graphically explained and complemented with a sample scout report.

Under organization, Bible discusses the training, equipping, preparing, feeding, and general care of the squad. He presents a typical work week and outlines the coach's duties on a typical game trip.

An excellent chapter on organized

drills follows, then, in conclusion, Bible offers a fine tract on the responsibilities of the coach off the field.

All this, as you can see, is rich, well-balanced, practical fare. The book may be read with considerable benefit by everybody. It is particularly recommended to the beginning high school coach.

● **MESSAGE IN ATHLETICS.** By Albert J. Baumgartner. Pp. 101. Illustrated—drawings. Minneapolis: Burgess Publishing Co. \$2.25.

COACHES and trainers aware of the valuable function of massage in athletic training but who do not possess the knowledge or technique to attempt it, will find this book a handy manual of instruction.

The author, gymnastics coach and assistant professor of physical education at the U. of Iowa, offers a complete course on the subject.

He starts by presenting the sphere of application and the preliminary considerations and preparations.

After a detailed discussion of basic principles and general effects, he broaches the actual techniques. He describes all the fundamental movements clearly and thoroughly, using drawings to illustrate exactly what he means.

Next he delves into remedial gymnastic movements and remedial massage in athletics. He shows how to treat various injuries such as muscle tears and sprains, stiffening of the joints, foot and ankle injuries, etc. A separate chapter is devoted to the prevention and treatment of flat feet.

Mr. Baumgartner has made a positive contribution to the literature on this vital athletic training tool. As far as we know, his book is the most extensive work on the subject available.

● **1948 SEAL-O-SAN BASKETBALL COACHES DIGEST.** Pp. 64. Illustrated—photographs and diagrams. Huntington, Ind.: The Huntington Laboratories, Inc. Free.

IF this isn't just about the cleanest-looking, most attractive edition of the Seal-O-San Coaches Digest yet published, we'll eat a Chicago Bear for breakfast.

Compounded of the finest articles and pictures that appeared in *Scholastic Coach* and other publications last season, it offers a gold mine of practical information to the basketball coach.

All in all, it contains 12 articles on fundamentals, three on defense, seven on offense, and 10 on other aspects of basketball coaching.

The publishers have made a very wise selection of material and should



be congratulated for offering such a useful aid to the nation's coaches. School men may obtain a free copy by writing to The Huntington Laboratories at Huntington, Ind.

- **HOW TO STAR IN FOOTBALL.** Edited by Fritz Crisler. Pp. 32. Illustrated—photographs and diagrams. Chicago: The Quaker Oats Co. Free.

HERE'S a little gem that every boy on your squad will love. Edited by Fritz Crisler, it contains a host of outstanding touchdown plays and practical tips on how to play the game.

Thirteen famous coaches contributed—Crisler, Cravath, McLaughry, Waldorf, Dodd, Hagerty, Snively, Odell, Meyer, Frnka, Wilkinson, Aiken, and Eliot.

Each of them outlines and explains a play that scored a crucial touchdown for them last season. In addition, the book presents helpful chapters on formations, backfield play, line play, center play, kicking, passing, and quarterbacking.

Sid Luckman, the great Bear quarterback, contributed the passing and kicking chapters, and posed for the fine double-page spread of pictures that illustrates them.

An excellent treatise on conditioning is offered by Rollie Bevan, the well-known Army trainer.

For free copies of the book (for your squad), check the master coupon under "Quaker Oats" on page 64.

- **BASEBALL'S HALL OF FAME.** By Ken Smith. Pp. 244. Illustrated—photographs. New York: A. S. Barnes & Co. \$2.75.

CHALK another hit on the scorecard of top-notch baseball books. This story of the Hall of Fame and the heroes in it makes fascinating reading. In its telling, Ken Smith, a prominent sportswriter, presents a nostalgic and interesting panorama of baseball's past.

He tells how the Hall was formed, who has been elected, their stories and their achievements. As secretary of the Baseball Writers' Assn., Smith conducted the balloting for the selection of the Hall's members and probably knows more about the subject than anyone in the country.

The writing is unusually good and teems with wonderful anecdotes about the game's greats, past and present. An unusually fine selection of pictures adds considerable luster to the book.

Collectors of baseball memorabilia should make this book a must.

- **TRACK AND FIELD ATHLETICS** (Second Edition). By George T. Bresnahan and W. W. Tuttle. Pp. 498. Illustrated—drawings and charts. St. Louis: The C. V. Mosby Co. \$3.25.

BY WAY of commemorating the tenth anniversary of their superlative track text, the crack U. of Iowa team of Bresnahan (coach) and Tuttle (physiology professor) have overhauled their book and brought it up to date.

Actually, the book needed little re-



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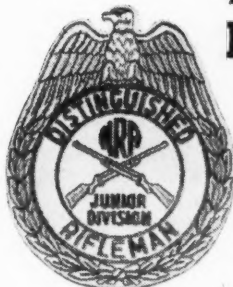
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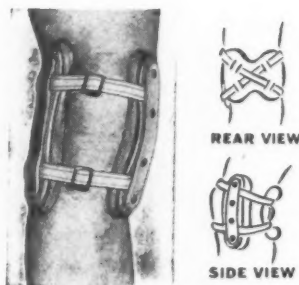
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Descriptive Literature Sent Upon Request

vision. It was terrific ten years ago, it still is, and probably will remain so for at least another 25 years.

It presents everything of importance in every event. The actual techniques are analyzed at great length in clear, orderly, sequential fashion, and supplemented with exhaustive practice schedules and illustrations.

The writing and organization of the material are impeccable. In fact, the entire book is a credit to the technical writing field.

Regarding the revisions: Probably first in importance is the addition of the straddle form to the chapter on high jumping. Also new are several topics dealing with preparations for meets, track and field construction, and the responsibilities of the various officials.

A few items which proved to be more or less obsolete have been deleted, and the subject matter has been rearranged to offer an improved sequence.

- **PHYSICAL FITNESS APPRAISAL AND GUIDANCE.** By Thomas Kirk Cureton. Pp. 558. Illustrated—photographs, tables, charts, and drawings. St. Louis: The C. V. Mosby Co. \$6.

STUDENTS and directors of health and physical education have always needed an interpretative book on physical fitness because of the continual flux and confusion existing in the field of testing.

That need is squarely met in this astonishingly exhaustive work by the distinguished educator, Thomas K. Cureton, professor of physical education and director of the physical fitness research laboratory at the U. of Illinois.

This is the first comprehensive volume on physical fitness predicated on factual experiment, which integrates materials from the physical education field with materials from the literature on physiology, medicine and psychology.

In compiling his impressive 558-page volume, Dr. Cureton was assisted by three men from the Colleges of Medicine, Dentistry, and Pharmacy of the U. of Illinois at Chicago—Frederick W. Kasch, John Brown and W. G. Moss. Several other prominent doctors and educators also made significant contributions.

Dr. Cureton points out that 10% of the population is sick enough to receive treatment in the surgical or drug sense. The remaining 90% represent the field for this book.

The author compounds the results of some 2,000 previous studies, and also offers new materials based upon data from more than 10,000 persons tested at the University.

Each chapter deals with one of the ways in which people become physically "unfit" and explains how an analysis may be made and what corrective steps can be taken.

For example, the discussion of bone, muscle and fat proportions describes the three methods of determining the



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"right" weight for an individual, explains the dangers of being obese or underweight, summarizes the seven best methods of reducing fat, and cites experiments showing that reducing can be done.

Explanations are also provided on the basis of experimental results, of ways to develop the muscular condition of persons not having enough muscular condition to do a day's work.

Dr. Cureton has adopted or devised measuring devices for 22 kinds of fitness. He has arranged these fitness types into six groups, with three to four tests for each type. Two of the groupings deal principally with physique, two with the organic functioning of the heart, lungs, and blood, and two with strength and coordination in the athletic sense.

The U. of Illinois research laboratory is the first lab in the U.S. to scientifically appraise the use of the heartometer and to devise new techniques for its use. Dr. Cureton has found the heartometer even better than the electrocardiograph for predicting the ability of the normal person.

The book also contains a detailed summary of data on swimmers at the 1936 Olympics, and includes much other material on top-flight athletes in other sports.

- **FOOTBALL SCOUT.** Edited by Lew Elverson and C. D. Chesley. Pp. 104. Illustrated—diagrams. Philadelphia: School-boy Sports & Co. \$1.50.

THIS book makes available 100 authentic scoring plays, used by the greatest college and pro teams over the past decade.

The editors, both former college players, spent eight months culling them from thousands of feet of film. Many of the plays have never before seen print.

Each play is skillfully diagrammed and explained in full, including both line and backfield assignments. Every system is represented.

The book should prove invaluable to coaches striving to improve their offenses.

- **PLAY A WINNING GAME.** By Joe Lapchick. Pp. 14. New York: G. R. Kinney Co., Inc. Free.

IN this neat little 14-page booklet, Joe Lapchick, former coach at St. John's U. who moved into the pro ranks this year (N. Y. Knickerbockers), presents some valuable tips on basketball fundamentals.

He tersely describes the various types of shots and passes, then outlines a number of tips on dribbling, fast breaking, and offensive and defensive strategy.

The booklet should prove particularly helpful to beginning players. For free copies for your squad, check the master coupon under "G. R. Kinney" on page 63.

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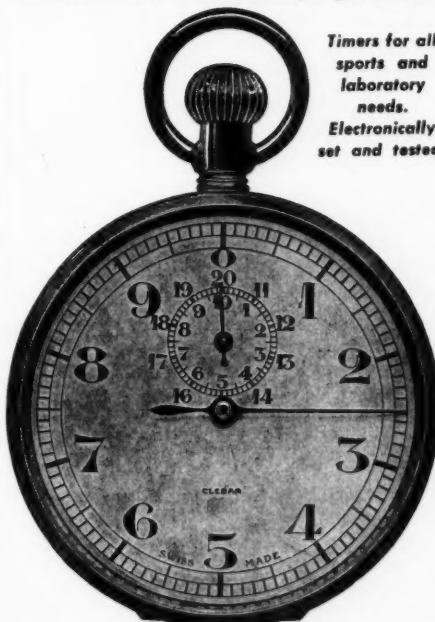


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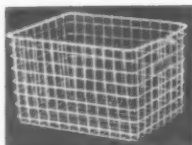
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## New Film

- **THE T FORMATION.** Produced by Gallagher Films. 16-mm., color, sound. Two reels. Running time, 10 min. each. \$79.50 per reel; \$150 for set.

THE Gallagher Films people T off very nicely in these two graphic, detailed, instructional - spectator films.

A trio of stellar quarterbacks (Sid Luckman, Bob Waterfield and Paul Christman) show you precisely how the T plays work.

These are not just a few plays run off on some vacant lot by a dummy squad. These are plays photographed during actual major league professional games! A technical staff of coaches helped pick and diagram them.

Reel 1, "The Basic T Formation," presents the ground attack of the Chicago Bears, Los Angeles Rams and Chicago Cardinals, while Reel 2, "The Open T Formation," covers the pass plays and trick stuff.

Both reels kick off with a demonstration of quarterback pivots, step-offs, etc., which are graphically detailed in slow motion.

Then you see the best type of T plays, taken from championship professional games of the past season. Each play is diagrammed and analyzed technically by the commentator.

### FILMED IN COLOR

Color is used unusually effectively in all the plays, fundamentals and diagrams.

A high school man, "Frosty" Ferzacca, coach of the championship Green Bay West teams, helped in the preparation of these films, and it is he who is probably responsible for the simplicity and pithiness of the commentary.

We feel sure both your squad and your student body will enjoy these pictures immensely. The plays, beautifully photographed in color, make very exciting spectator fare.

Gallagher Films also have available—on a rental basis—the following football films:

*Packer Hi-Lites of 1946, Los Angeles Rams vs. Green Bay Packers, Packers vs. Chicago Bears, Packers vs. Chicago Cardinals, College Hi-Lites of 1945, College Hi-Lites of 1946. Defensive Football, Offensive Football, Chicago Bears vs. New York Giants.*

For complete information on these films as well as on basketball, boxing and other subjects, write directly to Scholastic Coach, 220 E. 42 St., New York 17, N. Y.

Football's  
 Greatest Teaching Film

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featuring the T masters

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**PAUL CHRISTMAN**

in 16-mm. COLOR SOUND

● Teach the T to your squad with this superb educational film. Pro and college stars show you exactly how the T works. The plays are shown in actual major pro games, and are completely diagrammed. Fundamentals are demonstrated in color, closeup and slow motion.

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**TIME-OUT**  
Hands rapidly  
criss-crossed overhead



**SAFETY**  
Palms together  
overhead



**CRAWLING, PUSHING  
or HELPING RUNNER**  
Pushing movement of hands  
to front with arms down-  
ward



**OFFSIDE or VIOLATION  
OF FREE-KICK RULES**  
Hands on hips



**HOLDING**  
Grasping of one wrist  
Illegal use of hands or  
arms—same signal fol-  
lowed by interference  
signal



**UNNECESSARY ROUGHNESS**  
*Military Salute*  
Clipping—Salute followed by strik-  
ing back of knee with hand  
Running into or roughing kicker—  
Salute followed by swinging leg  
Running into passer—Salute fol-  
lowed by raised hand swung  
forward



**ILLEGAL FORWARD  
PASS**  
Waving hands behind  
back  
Intentional grounding of  
pass—Same signal followed  
by raised hand flung down-  
ward



**TOUCHDOWN or  
FIELD GOAL**  
Both arms aloft,  
held rigid



**ILLEGAL MOTION  
or FORMATION  
AT SNAP**  
Horizontal arc with  
either hand



**INTERFERENCE WITH  
FAIR CATCH or  
FORWARD PASS**  
Pushing hands forward  
from shoulder with  
hands vertical



**DELAY OF GAME  
or EXCESS  
TIME-OUT**  
Arms folded



**INCOMPLETE FORWARD PASS;  
PENALTY DECLINED; NO PLAY or  
NO SCORE**  
Hands rapidly criss-crossed  
in horizontal plane

Taken From National

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- ☐ Catalog on Supporters and Training Supplies

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- ☐ Bulletins on Lighting Plans for Baseball, Football, Softball

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### DENVER CHEMICAL (41)

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### EAGLE REGALIA (58)

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### GALLAGHER FILMS (60)

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### GENERAL SPORTCRAFT (2)

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- ☐ Book, "Physical Training, Practical Suggestions for the Instructor"  
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☐ Catalog on Basketball Backstops, Scoreboards

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- ☐ Information on Knee Brace

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Slight Extra Charge for Inscription Plates

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**ARLEN TROPHY CO., 42 W. 28th St., N. Y. 1, N. Y.**



## "Here Below"

(Continued from page 5)

Just look at Robinson's batting, runs scored, and stolen base averages.

Yup, the smartest Branch on that tree in Brooklyn is Rickey.

### FROM INDIA'S SUNNY CLIME

**S**CHOLASTIC COACH certainly gets around. The other day we received a copy of the physical education journal published in India, called *Vyayam*.

We leafed through it curiously and, what do you know, smack dab across the bottom of pages 16 and 17, was a series of pole vaulting pictures (Cornelius Warmerdam) lifted right out of *Scholastic Coach*!

Since we didn't receive even a tiny credit line, we're expecting a Kohinoor diamond or two by way of appreciation.

One of the editorials in *Vyayam* (pronounced *Vyayam*) proved unusually interesting in that every word of it could apply to our own physical educators and coaches. Here it is *in toto*:

"We have repeatedly pointed out in these columns that the salary scales offered for Physical Education teachers are very low, particularly in the Madras Province. Physical Education teachers in certain Provinces like the Punjab for instance are paid decent salaries. It is very urgent that the Education Departments in the other Provinces consider seriously the revision of their salary scales.

"It may be pointed out that there is a great discontent among the Physical Education teachers, and because of this discontent many have left the profession. Those who still remain in service show no love or enthusiasm for their work.

"The other serious problem is that, because the salary scales are not very attractive, it is impossible to get really capable men and women to join the various Physical Education colleges to receive the necessary training. Unless we get the right type of people to join the profession and unless they are also paid decently, the cause of Physical Education is bound to fail in India.

"Physical Education we claim is a nation-building activity, but National Physical Fitness cannot be built by a body of unhappy and discontented teachers. While it is true that the men and women in the profession are pledged to this work in a spirit of rendering national service, we cannot expect them to continue to do this work in the same spirit without adequate salaries.

"The National Physical Education Association of India and the various Provincial and State Physical Education Associations should take up this matter with the Education Department at the Centre and in the Provinces and States and see that the Physical Education Teachers get a decent living wage."

## MASTER COUPON

(See page 63 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

### O. F. MOSSBERG (52)

- ☐ Booklet, "The Guide Book to Rifle Marksmanship"

### MUTUAL LIFE (14)

- ☐ Aptitude Test

### NADEN & SONS (42)

- ☐ Catalog on Electric Scoreboards and Timers

### NAT. RIFLE ASSN. (57)

- ☐ Information on How to Organize a Rifle Club

### NATIONAL SCHOOL-CRAFTERS (58)

- ☐ Catalog on T Shirts, Warm-Up Jackets, Gym Shorts

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- ☐ Catalogs: Bases, Mats, Rings, Training Bags, Wall Pads, Pad Covers  
☐ "Pointers on Boxing" Booklet

### NISSSEN TRAMPOLINE (47)

- ☐ Literature  
☐ Booklet, "Tips on Trampolining"

### NOCONA LEATHER (29)

- ☐ Information on Line of Leather Athletic Goods

### NURRE CO. (55)

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NAME \_\_\_\_\_ POSITION \_\_\_\_\_

(Principal, coach, athletic director, physical director)

SCHOOL \_\_\_\_\_ ENROLLMENT \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

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